



GRAND CANYON NATIONAL PARK

COMPREHENSIVE INTERPRETIVE PLAN

Section One: Long Range Interpretive Plan

May 2002

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SUPERINTENDENT'S MESSAGE

Grand Canyon National Park is an area of tremendous beauty and tranquility, as well as a place of profound natural and cultural interest. The canyon is one of the world's finest examples of the geologic processes of uplift and erosion that have created a landscape of sculptured buttes and ridges. The exposure of multiple layers of rock with the river flowing through the inner gorge provokes introspection into our place in the universe. As the steward of this special landscape, it is the responsibility of the National Park Service to protect and preserve Grand Canyon for all people as our heritage to future generations.

I challenge the Division of Interpretation and Resource Education to provide our visitors with a meaningful experience that motivates them into action for the continued preservation of Grand Canyon and leads them to be stewards for preservation in their own backyards. This can be accomplished through outstanding interpretive and educational programs, facilities, exhibits and publications, and the dedication of our employees. The future of Grand Canyon National Park and our home, the Earth, depends on a well informed, educated, and inspired public.

This *Comprehensive Interpretive Plan* directs the future of the park's interpretive and education programs. Over the last five years, the interpretive staff worked to design the Canyon View Information Plaza working within the 1996 *Interpretive Plan*. In the next five years, interpreters will evaluate our traditional approach and work to adjust to changing visitor expectations and needs, expand our outreach to local communities, and develop new environmental education programs.

Canyon View Information Plaza meets many basic visitor orientation needs. The park needs to continue to improve in the areas of orientation, information, and trip planning for incorporation into the Grand Canyon Transit Center planned for Tusayan, as well as on-going development at Desert View, and the North Rim. In addition, we need to work with regional information centers on improving the information we provided to regional travelers.

It is time to direct our energy and funding toward expanding our educational efforts inside and outside park boundaries. We will work toward this goal through the development of cutting edge interpretive and educational facilities planned for the Heritage Education Campus as outlined in the 1996 *General Management Plan*. In addition, we will strengthen our efforts at other locations within and outside the park.

Every park employee, regardless of who they work for, is involved in providing information, interpretation, and education to our visitors – the maintenance worker responding to an inquiry about directions, a commercial river-runner guide leading a side-canyon hike, or a trip leader on a multi-day hike for the Grand Canyon Field Institute. These interactions begin the visitor's relationship with Grand Canyon National Park and the National Park Service, and are vital to achieving our mission. We must expand the training opportunities for our interpretive partners.

Financial support is needed to accomplish the many projects outlined in this *Comprehensive Interpretive Plan*. This support must come not only from park allocations, but also from our many partners such as the Grand Canyon Association, Grand Canyon National Park Foundation, Grand Canyon National Park Lodges (Xanterra), and other concessionaires.

Our ultimate goal is for each visitor to understand and appreciate the significance of Grand Canyon National Park and to be inspired to become a lifelong partner and steward in the preservation of Grand Canyon, other National Park Service units, and the world around us.

Joseph F. Alston

INTRODUCTION

The *Comprehensive Interpretive Plan* (CIP) describes how the Division of Interpretation and Resource Education will successfully implement the vision set forth by the Grand Canyon National Park's *General Management Plan, Strategic Plan*. The CIP was developed by park staff with assistance from park stakeholders to provide direction for the interpretive program and facility development over the next five to ten years.

The CIP is a three-part document on which all of the interpretive activities and media are based. It facilitates – in the most effective and efficient way – the exploration of Grand Canyon's significance and meanings, promotes the protection and preservation of park resources, and addresses visitor needs. The CIP consists of:

Long-Range Interpretive Plan – describes the long-range vision for the future interpretive program and contains fundamental information that guides the development of the future vision.

Annual Interpretive Plan – is a one-year operating plan for the interpretive program. It identifies what interpretive services will be provided for the given year, including budget and staffing information with comparisons to the previous year's program.

Interpretive Database – contains an inventory of reference materials that support the interpretive program, such as a bibliography, media inventory, funding proposals, and resources.

FOUNDATIONAL INFORMATION

Park Purpose

As stated in the 1995 *General Management Plan* (GMP), the purpose of Grand Canyon National Park is derived from the legislation establishing the park and the legislation governing the National Park Service. As a place of national and global importance, Grand Canyon National Park is to be managed to:

- **Preserve and protect its natural and cultural resources and ecological processes, as well as its scenic, aesthetic, and scientific values, and**
- **Provide opportunities for visitors to experience and understand the environmental interrelationships, resources, and values of the Grand Canyon without impairing the resources.**

Park Themes

Park themes are the key ideas through which the nationally significant resource values are conveyed to the public. They serve as a tool in identifying primary parkwide interpretive themes and desirable visitor experiences. Grand Canyon National Park's themes are:

- **The immense and colorful Grand Canyon is valued worldwide as one of Earth's most powerful and inspiring scenic landscapes, offering people enriching opportunities to explore and experience its wild beauty in both vast and intimate spaces.**
- **Water is the lifeblood of Grand Canyon — a force of erosion, a sustainer of scarce riparian habitat in a desert environment, a spiritual element for native peoples, a provider of recreation, and a central factor in the exploration, development, and politics of the American West.**
- **The Colorado River and other erosional forces sculpted the southern edge of the Colorado Plateau to form the Grand Canyon, revealing a beautiful sequence of rock layers that serve as windows into time.**
- **Extreme changes in elevation, exposure, and climate in the Grand Canyon support a remarkable range of biotic communities in unusual proximity; a relatively undisturbed ecosystem that allows natural processes to continue, providing sanctuary for present and future life.**
- **Grand Canyon remains a homeland and a sacred place to a number of American Indian cultures, a point of emergence to some, offering us an opportunity to consider the powerful and spiritual ties between people and place.**
- **Grand Canyon has sustained people materially and spiritually for thousands of years — wider recognition of its value led to its designation as a national park and world heritage site; however, continuing threats to its preservation generate dialogue about our need and responsibility to conserve our local and global environment.**

Primary Interpretive Themes

Interpretive theme statements connect park resources to the larger ideas, meaning, and values of which they are a part. Each primary theme may connect to a number of specific stories or sub themes. These sub themes are helpful in designing individual services, ensuring that the main aspects of primary themes are addressed. The following interpretive themes clearly define the most important aspects of Grand Canyon's resources and values.

Superlatives are often used to describe the Grand Canyon of the Colorado River — the world's greatest manifestation of deposition and arid-land erosion, a powerful place with staggering implications of space, time, and change. It is a landscape to appreciate, cherish, and preserve for its scientific, cultural, and scenic values.

- **Grand Canyon's immense and richly colored scenic vistas, enhanced by a near-pristine natural setting, inspire a variety of emotional, intellectual, artistic, and spiritual impressions.**

Grand Canyon National Park is located in one of the cleanest remaining pockets of air in the United States and is a Class I area.

Legislation passed in 1975 to enlarge Grand Canyon National Park contained the first-ever clause mandating the federal protection of "natural quiet and experience."

The high elevation, dry air, and remote location create exceptional viewing of the night sky.

Over one million acres of undeveloped backcountry, hundreds of miles of trails, and 277 river miles containing world-class white-water provide tremendous opportunities for exploration, personal challenge, discovery, learning, social interaction, or solitude.

- **The Grand Canyon of the Colorado River is the world's greatest example of arid land erosion and one of the most spectacular exposures of stratified rocks.**

Although Grand Canyon reveals rocks ranging from 260 to 1840 million (*1.8 billion*) years old, the landscape is relatively young, having been sculpted in just the last 5-6 million years.

The vastness of its landscape – an average depth of 4000 feet, width of 10-18 miles, and a length of 277 river miles – contains a seemingly infinite system of colorfully sculptured plateaus, mesas, buttes, cliffs, slopes, ridgelines, and side canyons.

Grand Canyon is composed of a wide variety of rock types that respond differently to the forces of erosion. These rock layers vary in thickness, composition, and uplift, resulting in six geologically distinct sections.

The Grand Canyon Supergroup is one of the most complete records of Middle and early Late Proterozoic age rocks exposed on the North American continent.

Early studies of Grand Canyon provided evidence for fundamental geologic concepts, specifically the principles of base level erosion, antecedent and superimposed streams, and the power of rivers to cut canyons.

Grand Canyon remains a powerful illustration of geologic principles, widely used by educators.

- **Grand Canyon's extensive sedimentary strata and dry caves preserve a remarkable record of past plant and animal life.**

1.2 billion-year-old stromatolites (algal mats) preserved in Precambrian Bass Limestone,

Plant imprints, animal tracks, and extinct species of marine life in Paleozoic strata 245-540 million years ago, and

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Remains of ice age to post-glacial mammals and birds from the Late Pleistocene to Early Holocene.

- **Grand Canyon is an “exhibit-in-place” of the effects of geography on plants and animals.**

Grand Canyon’s extreme and abrupt changes in elevation, exposure, and climate support a diversity of communities ranging from desert (including three of the four North American deserts) to boreal forest in unusual proximity.

Early investigations into the biology of the Grand Canyon led to the development of fundamental ecological principles, including:

- The impact of eliminating predators on prey populations (Kaibab Plateau, 1920s),
 - The influence of geographic isolation on the evolution of species as illustrated by the Kaibab squirrel, and
 - C. Hart Merriam’s delineation of “life zones.”

Grand Canyon is the home of ten threatened or endangered species including the humpback chub, the California condor, and the sentry milkvetch.

- **Grand Canyon has played, and continues to play, a pivotal role in precedent-setting conservation issues, including air quality, natural quiet, fire ecology, and adaptive river management.**

The Bureau of Reclamation’s proposal to build two dams in Grand Canyon in the 1960s sparked one of the most notable conservation battles in U.S. history. A nation-wide protest defeated the projects and influenced the modern environmental movement. This pivotal battle set in motion a historic transition from decades of dam building to the present era of proposed dam removal – a shift in societal values currently being played out across the nation.

Study of the effects of Glen Canyon Dam has resulted in an unprecedented adaptive management approach to mitigate downstream impacts of dam operations. The experimental flood in 1996 marked the first time water was released from a federal dam to benefit the downstream environment.

The challenges of protecting park resources while providing for the enjoyment of millions of visitors annually led to the implementation of mass transit, in the form of shuttle buses, in 1974. Early in the 21st century, Grand Canyon National Park will expand this mass transit system to preserve park resources and to enhance visitor experience.

- **A variety of American Indian cultures, past and present, are represented in and around Grand Canyon.**

Folsom artifacts indicate habitation 10,000 years ago, a large collection of well-preserved split twig figures date from a hunting-gathering culture 3000-4000 years ago, and ample remains of ancestral Puebloan people include examples of dry-land farming.

Many American Indian tribes have close and sacred cultural ties to Grand Canyon, including the Hualapai, the Havasupai, the Hopi, the Kaibab Band of Paiute, the Navajo Nation, the Pueblo of Zuni, the San Juan Southern Paiute, Paiute Indian Tribe of Utah, and the White Mountain Apache. Some of these tribes consider Grand Canyon to be their place of origin/emergence and homeland.

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Despite centuries of conflict with Spanish soldiers, missionaries, miners, settlers, and the U.S. Government, most tribes in and around Grand Canyon have maintained a high degree of cultural integrity.

- **Grand Canyon’s cultural history is a study in exploration, exploitation, development, and preservation of land in the American West.**

In 1540 a company of Spanish conquistadors became the first Europeans to set eyes on the Grand Canyon. Their legacy is reflected in place names throughout the canyon. Most significantly, they named the Colorado River for its reddish brown color.

During the late 1800s and early 1900s, Grand Canyon reflected the history of the West as it was exploited for minerals. Unlike many “boom and bust” Western settlements, however, miners found more economic rewards in promoting Grand Canyon tourism.

Prior to the establishment of Grand Canyon National Park in 1919, the Santa Fe Railroad, the Fred Harvey Company, and the U.S. Forest Service played significant roles in the tourist development of the South Rim.

Mary E. J. Colter, an employee of the Fred Harvey Company, had a profound impact on Grand Canyon architecture. Many of her Grand Canyon buildings are now listed on the National Register of Historic Places.

The use of native rock and log structures in Grand Canyon National Park led to a proliferation of rustic architecture in other national parks, which has come to symbolize and romanticize the West of the late 1800s and early 1900s. The definitive location and collection of historic buildings in Grand Canyon Village is an example of early community planning.

Yavapai Observation Station is one of the first examples of museums in the national park system.

Emery and Ellsworth Kolb built a home and photographic studio between 1904 and 1926 on the canyon’s rim. The footage the brothers filmed of their adventurous boat trip on the Colorado River from 1911-1912 was the first-ever movie of river running in Grand Canyon. Emery narrated public showings of the film for the next six decades.

- **Grand Canyon National Park was designated in 1979 as a World Heritage Site by the United Nations Educational, Scientific and Cultural Organization (UNESCO), recognizing it as a place of universal value to be preserved as a part of the heritage of all peoples.**

Because of its superlative features, Grand Canyon National Park qualifies under both natural and cultural world heritage site criteria, placing it in elite company; only 3.3 percent of the 690 sites world-wide are distinguished by this dual designation.

Visitor Experience Goals

Our visitor experience goals are derived from the park’s *General Management Plan* and stakeholder comments. They provide direction to our designers, planners, interpreters, managers, park staff, and partners. Most importantly, they reflect our commitment to the worldwide community of Grand Canyon visitors who come to the park, as well as, those who visit from afar via publications, the internet, and other sources.

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The park interpretive program will provide opportunities for people to:

- Experience the essence of the park's wild nature – from the colorful, stratified rock and the diversity of plant and animal life, to the cultural heritage.
- Experience wonder, quiet, solitude, and personal inspiration.
- Develop a sense of appreciation and responsibility that will result in actions to protect, support, and promote the park and the national park system.
- Successfully plan their visits and orient themselves to facilities, attractions, features, and experiences.
- Behave in ways that do not hurt themselves or others.
- Enjoy themselves, have memorable experiences, and go home feeling enriched.
- Understand the park's significance and its primary interpretive themes.
- Experience programs, exhibits, and facilities that enhance their educational experiences.
- Learn about the fragility of the park and threats to its resources.

Interpretive Audiences

Interpretive audiences are groups of individuals for whom we design specific interpretive services. This plan takes into account the following primary audiences.

General Audience - traditional in-park visitors including family groups, individuals with disabilities, etc.

Organized Educational Groups – all formalized educational groups including Elder Hostel, school groups, GC Field Institute course participants, specialized tour groups, etc.

Non-English-Speaking Visitors - all in-park visitors who speak little or no English.

Off-Site and Non-Traditional Audiences - the general public, both international and national, that is potentially planning a trip, or those that are hard to reach due to cultural and social barriers, demographic and transportation problems, and lack of knowledge or exposure.

Others Who Interpret Grand Canyon National Park - as funding for National Park Service interpreters decreases and demand for interpretive programs increases, concessionaire, incidental business permit holders, educational groups, Elder Hostel, and private organizations are beginning to fill the gap.

Visitor Characteristics

No recent data have been gathered on who park visitors are and their participation and interest in interpretation and educational services. During the planning session in 2000 for the *Comprehensive Interpretive Plan*, the following characteristics about current park visitation were used:

- Large fluctuations occur from season to season.
- School and youth programs are making shoulder seasons busier.
- About 40% of visitation is from outside the U.S.
- The cost of traveling to the Grand Canyon, including entrance fees, influences park users.

Further visitor research is needed to attain scientific knowledge of the audience to be served. A Visitor Survey is planned for the summer of 2003. Data from this survey will address many questions about GRCA park visitors.

MANAGEMENT GOALS FOR INTERPRETATION

The Division of Interpretation and Resource Education is one of nine interdependent National Park Service divisions in Grand Canyon National Park. The 1995 *General Management Plan* defines the mission and role of management. The National Park Service Strategic Plan and the Grand Canyon Strategic Plan (October 1, 2000 – September 30, 2005) define park goals. These mission and park goals drive the design of the interpretive program.

Mission of Interpretation

The interpretive and educational programs instill in park visitors an understanding, appreciation, and enjoyment of the significance of the park and its resources. These programs:

- Provide visitors with memorable experiences and foster the development of a personal stewardship ethic.
- Offer visitors a variety of opportunities to gain an understanding and appreciation of park resources and the values they represent.
- Provide personal and non-personal interpretive services to visitors with opportunities to form their own intellectual and emotional connections with the meanings of park resources.
- Are accomplished through having a well-trained staff, excellence in media production, ongoing research, broad public input, and continual evaluation of provided services.

As outlined in the 1995 *General Management Plan* the objectives of the interpretive program are:

- To provide a diverse range of quality visitor experiences, as appropriate, based on the resources and values of the Grand Canyon, compatible with the protection of those resources and values.
- To provide a wide range of interpretive opportunities and information services to best assist, inform, educate, and challenge visitors.
- To educate and influence the public through positive action to preserve and protect the world they live in, including but not limited to the park.
- Provide equal access to programs, activities, experiences, and recreational opportunities for individuals with disabilities, as appropriate and consistent with the levels of development and inherent levels of access areas within the park.
- Develop visitor use management strategies to enhance the visitor experience while minimizing crowding, conflicts, and resource impacts.

Strategic Plan

The Grand Canyon National Park Strategic Plan outlines the park's strategic goals over a five-year period. Based on servicewide goals established at the Washington Office level, these goals define performance standards used to measure the park's ability to provide levels of performance as required by the Government Performance and Results Act. The goals that apply most directly to interpretive programs are:

Goal Category II: Provide for the public use and enjoyment and visitor experience of Grand Canyon National Park.

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IIa. Visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

- **IIa1-Satisfaction with Park Facilities: By September 30, 2005, 95% of visitors are satisfied with appropriate park facilities, services, and recreational opportunities.**
- **IIa2-Visitor Safety: By September 30, 2005, the number of visitor accidents/incidents is reduced 5% from the FY 1992-FY 1996 annual average.**

IIb. Visitors and the general public understand and appreciate the preservation of Grand Canyon National Park and its resources for this and future generations.

- **IIb1-Visitor Understanding: By September 30, 2005, 70% of visitors understand the significance of the park.**

Divisional Vision and Goals

The vision of the Division of Interpretation and Resource Education at Grand Canyon National Park is one that ensures:

- every visitor has the opportunity to take advantage of interpretive programs and services of the highest quality, regardless of their motivation for coming to the park;
- interpretive and educational programs are based on sound research and strive to connect the visitor to the resources of Grand Canyon and other National Park Service areas;
- visitors are left wanting to learn more about Grand Canyon;
- visitors are instilled with a sense of stewardship for Grand Canyon, other national park areas, and the resources in their own backyard; and
- staff members are valued and respected for the contributions they bring to achieving this vision.

Overall goals for the division are to:

- reach more visitors,
- support employee development,
- manage our funds wisely, and
- be good stewards of our park and park relations.

This will be accomplished through the following:

- Retain the flexibility needed to accommodate new physical developments in the park.
- Serve a variety of publics by conveying a variety of messages.
- Provoke visitors to continue learning after their visit.
- Provide each visitor with an interpretive experience that is enjoyable and inspirational, within the context of the park's tangible resources and the meanings and values they represent.

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- Think beyond local boundaries to reach non-U.S. visitors, allow people to learn about the park and begin planning their visit before they get to the park, and reach diverse populations that may never physically visit the park.
- Make visitors aware of the purpose and scope of the national park system.
- Present information that is timely, accurate, based on current scholarship and science, and delivered so as to convey park meanings, with the understanding that visitors will draw their own conclusions.
- Use science to refine park understanding of who park audiences really are and identify strategies to reach them
- Establish stronger relations with active public and private partners engaged in resource protection, natural and cultural preservation, education, and visitor enjoyment.
- Strengthen employee skills needed to foster interpretive resource education and professional leadership.

Interpretive Staff

- Use the talents and skills of staff members to provide the greatest variety of programs and services to visitors.
- Organize the division to most efficiently meet its needs and goals.
- Work as a team to address the requirements of daily operations and staff and visitor needs.
- Provide visitors with a professional image of the interpretive staff and its programs.
- Require staff to submit products for certification within the Interpretive Development Program.
- Ensure that staff members are informed about priorities related to park development and resource management issues.
- Recruit and hire a highly skill, talented, and qualified team of new employees as positions are vacated.
- Provide opportunities for continued improvement of interpretive programs that include technical expertise about park resources and interpretive techniques.

Personal Services Interpretation

- Provide a regular offering of ranger-led programs that cover the major park themes and address management issues such as use of wildfire, river and backcountry access, and wildlife management.
- Develop program schedules that identify where the visitors are in the park and go to them.
- Find a strategic balance between quantity of services and quality of services.
- Develop new environmental education programs that address park themes and meet Arizona and national curriculum standards.
- Expand the offering of cultural demonstration programs.
- Expand the offering of programs that interpret the historic structures and other historic resources in the park.
- Expand roving interpretive program.

Interpretive Media

- Incorporate thematic interpretation into all exhibits planned for the Grand Canyon Transportation Center, the Desert View Orientation Plaza, and the Heritage Education Campus.

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- Be proactive and innovative in exploring interpretive technologies and techniques.
- Provide a variety of services to address the various learning styles of visitors.
- Improve and update non-personal services interpretive media (i.e., waysides, unigrid, site bulletins, *The Guide*, interpretive exhibits, etc.) on an on-going basis.
- Work with the Grand Canyon National Park Foundation to plan, design, and install interpretive exhibits and other media at the Heritage Education Campus.
- Rehabilitate Yavapai Observation Station exhibits to focus on geology and physiography.
- Rehabilitate the wayside exhibits, including the North Rim and cross-canyon corridor trails.
- Professionalize and upgrade library operations to serve staff, visitors and other library users from around the world through the Internet and other technologies
- Provide interpretive media for non-English speaking audiences

Information/Orientation/Safety

- Develop and implement a strategic plan to meet the trip planning needs of visitors from foreign countries before they leave home.
- Work with partners in the region to ensure that visitors receive adequate information before they reach the park, including information about remote sites.
- Provide adequate orientation and safety information upon immediate arrival to the park, so visitors can take full advantage of their visit without being lost or confused.
- Develop and install orientation exhibits at the Tusayan Transit Center, Desert View Orientation Plaza, and Heritage Education Center.
- Develop accessibility information for visitors planning their visit and already visiting Grand Canyon.

Partnerships

- Include Grand Canyon Association sales areas, as appropriate, in orientation centers and other major interpretive facilities.
- Enhance the partnership with the Grand Canyon Association to provide additional interpretive opportunities through encounters with their staff.
- Work with park concessionaires to provide enhanced opportunities for visitors to learn about Grand Canyon and its resources.
- Work with park cooperators (e.g., Grand Canyon National Park Lodges, Grand Canyon Association, Grand Canyon Railway, Delaware North, Paul Revere, and incidental business permit holders) to develop and implement a training program that will help their employees gain the knowledge and skills needed to present effective interpretive, educational, and orientation programs.
- Work with park partners who offer interpretive and educational programs to ensure that they are presenting programs in line with park policy and that meet the needs of park visitors.
- Work with Native Americans and the tribal liaison, specifically regarding the authenticity of interpretive messages and services.
- Work in conjunction with classroom teachers to influence education.

ISSUES, INFLUENCES, AND OPPORTUNITIES AFFECTING INTERPRETATION

The following critical issues, influences and availability of resources affect the ability of the Division of Interpretation and Resource Education to deliver high quality interpretive and educational services. The following section identifies the issues and how they impact and influence the division's overall operation.

Grand Canyon National Park's Strategic Plan

The Strategic Plan sets goals the park will strive to achieve over a five-year period. This Strategic Plan provides an opportunity for interpretation to demonstrate how it integrates with the overall goals of the park. Goals specific to interpretation address and measure our ability to provide adequate services to visitors to educate them about park resources.

Operational Management System

The division uses a systematic approach to planning and executing its work. The system includes identifying all of the work, how the work is to be performed, and what work will be performed in the near term and what work will be performed in the out years. A work breakdown structure identifies, organizes and relates all the work. The work breakdown structure level at which the division plans, executes, and controls its work is called a control account. Control account definition sheets define the work, describe the approach to accomplish the work, list the resources needed to accomplish the work, and provide a budgetary basis of estimate. A resource plan summarizes the human resources needed to accomplish each year's work. The cost plan models the costs associated with the resources.

The Annual Implementation Plan for each fiscal year is a compilation of the work breakdown structure and the control account definition sheets.

The Operational Management System includes implemented systems of accountability, performance, and measuring outcomes in accordance with the plan.

In the spring of each year, under the direction of the Division Chief, the control accounts leads review and update the control account definition sheets. These updates account for the work accomplished to date and the work to be performed in the upcoming fiscal year. Other considerations include the number of days in each season, the number of people available to do the work, visitor demand and expectations, and the impact of fee demonstration projects on the division's priorities.

Human Resources

The park maintains a priority list for filling positions, including new positions. The division will continue to emphasize to park management the importance of park interpreters in their role of providing interpretive and educational opportunities to park visitors.

The division seeks the best balance of permanent, seasonal, term, and furloughed staff, as well as the balance between full-performance Park Rangers and Park Orientation Specialists, needed to provide a high level of programs and services to visitors. Decisions about staffing types and numbers will be based upon programs and service schedules developed during each year's Annual Implementation Plan.

Some Native American staff members participate in cultural activities as tribal members, not as part of official duties. To retain a diverse staff, Native Americans and others must have their cultural needs accommodated.

The Division of Interpretation and Resource Education is enriched with people with disabilities, whose physical challenges teach us how to better serve our visitors.

Employee Development

Schedule requirements and budget limitations impact employee development opportunities. The proximity of Albright Training Center is a resource to take advantage of whenever possible. Mandates in the upcoming Director's Order #6 will add weight to the need to encourage employee development. The park divisions share valuable resources through internal cross-divisional training.

Mentors will be used to audit programs and provide feedback. In addition, there are opportunities for joint training with other interpretive staffs from Colorado River and Plateau parks. Time spent by interpretive staff in the resource, such as river trips and backcountry hikes, will develop skills and experiences not available in a classroom setting.

The division will provide opportunities for employees to obtain the tools and skills needed to improve the quality of visitor and employee experience. Ensure staff will be trained on how to effectively foster stewardship in response to operational needs.

The service-wide Interpretive Development Program provides additional opportunities for staff to enhance their interpretive skills. Materials received from the reviewers of products submitted for certification provide staff with peer-to-peer feedback. These reviews often contain valuable suggestions for improving programs and products. Supervisory and management support and requirement for staff to submit products for certification will be continued.

Fiscal Management

Approximately 98 percent of the interpretive budget goes toward covering staff costs. Interpretive planning must dovetail with parkwide strategic planning so that the Division considers and incorporates issues identified by all park operations. No base increases are anticipated and continued "flat budgeting" will likely become the standard for year to year budget planning.

Other operational needs for the division (e.g., supplies and materials, equipment, library materials, and seasonal staffing) will continue to come from outside sources, such as direct aid from the Grand Canyon Association and grants. In addition, improvements to and updates of interpretive exhibits and waysides will be funded through Fee Demonstration or other cyclic funding sources. Philanthropy can aid budgetary shortfalls not covered by base funding, but such situations may influence priorities. Grand Canyon National Park Foundation is actively seeking such monies to address needs within the division.

Housing

The park's housing shortage severely limits the number of personnel the division can hire to cover basic and seasonal operations. New sources of funding provide opportunities to increase staff size, but housing can limit the ability to make use of such funds for staffing. It is unlikely that the park will be able to construct

additional housing units in the near future. This may necessitate delays in completing planned work as the shortage of park housing is out of the division's control.

North Rim Interpretive Operations

The North Rim Unit Manager has complete line authority over the North Rim Interpretive Program. They receive support from the South Rim staff in the form of writer-editor services, collaboration in the development and delivery of environmental education programs, interpretive coaching, program audits, and joint planning of staff training. Permanent, subject-to-furlough and seasonal employees staff the North Rim from mid-May through mid-October.

Others Who Interpret For Grand Canyon

There is a need to conduct program evaluations and assessments of interpretive and educational services provided by others. Joint training sessions offer opportunities to train these staffs on the mission, goals, and messages that the National Park Service wants to be accomplished. We will continue to embrace opportunities to develop training with all groups that interpret and educate visitors.

Ongoing consultations with Native American groups are enlisted to create an open forum to assist divisional personnel in the development of interpretive programs and media. Such programs are designed to accurately and sensitively portray Native Americans and their cultures in the context of the canyon.

Flexibility

The Division of Interpretation and Resource Education must be ready to respond when unanticipated events, such as Presidential visits, emergencies, and other unplanned events occur and require action.

Critical Resource Opportunities

The interpretive themes presented earlier emphasize that park interpretive programs and media are resource based.

Air quality at the Grand Canyon is one of our primary resources in that it provides some of the clearest views of the canyon for visitor inspiration and enjoyment.

As one of the primary agents in the formation of the canyon and as a recreation resource for river runners, the **Colorado River** is the focal point for many interpretive programs. In addition, changes in the river's ecosystem have come about as a result of the construction of the Glen Canyon Dam and these changes need to be related to park visitors. The development of a Colorado River Management Plan has been the subject of recent court decision and park interpreters must deliver an up-to-date and accurate message to visitors as decisions are made and implemented as a result of the park's planning efforts.

A more scientific approach to understanding the role of **fire in forest management** has increased in recent years. Educating visitors about the important role that fire plays in forest ecosystems will be accomplished through the development of additional personal and non-personal services. This will require close cooperation with the Fire and Aviation Branch of the Division of Visitor and Resource Protection and with resource managers in the Science Center.

The park's **flora and fauna** and their **ecological interrelationships** are covered in a variety of personal and non-personal offerings. Programs will be updated as additional research is conducted.

Threatened and endangered species will continue to be topics for discussion through interpretive programs and services. Recently, **California Condors** have been reintroduced to the Grand Canyon region. The condors have been a focal point for visitor interest and interpretive programs will continue to be offered to explain the reintroduction program and the importance of resource management and of individual species within the ecosystem.

The division has cooperated with the Revegetation Crew to present programs on **exotic plant management**. These cooperative efforts will continue.

The invasion of a non-native **bison** population from non-park lands on the North Rim has major impacts on biotic communities. Mountain lion, javelina, and non-native elk are resource issues to interpret for our visitors.

There has been an increase in the number of **wildlife-human interactions**. Interpretive messages will be developed in cooperation with resource management staff to reduce this potential conflict.

While the emphasis in the park may be on the natural world, the **human story** is an integral component that cannot be overlooked. Communication with the Cultural Resources Branch will be maintained so that new findings can be accurately communicated to visitors. With the development of the Heritage Education Campus in the historic village, the **historic preservation** story will be presented.

Multiple use conflicts related to river use, wilderness issues, aircraft overflights, overcrowding and subsequent resource degradation in developed areas, visitor transportation, natural quiet, and visitor safety are all topics that require the Division of Interpretation and Resource Education to work cooperatively with other divisions.

Management Issues and Opportunities

General Management Plan Implementation

The GMP outlines a complex set of transportation and visitor service issues that need to be communicated to visitors in an integrated, coherent way. The proposed transportation system and the continued operation of Canyon View Information Plaza as the primary visitor contact area will influence visitor experience. The Division of Interpretation and Resource Education must stay engaged in the implementation process and continue to be a voice for park visitors. In addition, implementation of the GMP will require considerable time and effort on the part of division staff and partners.

Heritage Education Campus

A large percentage of visitors have a very short visit, between four and six hours. Park management feels that longer stays would contribute to more meaningful visits and the HEC is intended to facilitate that goal, by providing an opportunity to answer visitor questions about the park significance.

The HEC will become the primary location for interpretation and education. Visitors will be provided with a variety of opportunities that address different learning styles to learn about the park and its resources. Both

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personal and non-personal service opportunities will be integrated into the design of the HEC that will address all of the primary interpretive themes.

Division of Interpretation and Resource Education staff and partners will play a major role in the development of the Development Concept Plan and Master Plan for the Heritage Education Campus.

Interpretive staff time will be required to plan and design this complex of facilities. It will likely be staffed by a combination of both NPS and non-NPS personnel.

Grand Canyon Transportation Center

This facility, located just outside the park boundary in Tusayan, will serve as the first stop for the majority of visitors to the South Rim. Exhibits and other interpretive media will orient visitors to the park and its facilities. Visitors will then board a transportation system that will take them to Canyon View Information Plaza or the Heritage Education Campus for further orientation and their first look at the Grand Canyon.

The design of informational and orientation exhibits for the Transportation Center will require staff time and expertise from within the division. It is important that these exhibits set the stage for visitors and help them transition into their park experience.

RESOURCES FOR INTERPRETATION

The following collections and facilities are essential for interpreters to design, develop, and deliver their personal interpretive services. Interpretive and exhibit planners use them to design and plan interpretive facilities, exhibits and other media.

Grand Canyon National Park Library

Grand Canyon National Park Research Library's main facility is located in Park Headquarters. Branches of the library are located at Desert View, Phantom Ranch and on the North Rim. The libraries house a collection of over 12,000 books, videos, CDs, and rare documents. The primary purpose of this library is to collect, preserve, and make accessible the literature of the body of knowledge about the Grand Canyon and related subjects. The primary audiences are Grand Canyon National Park staff and on- and off-site researchers and visitors.

The library will become a powerful interpretive tool, based on the intellectual value and cohesion of the materials in the collection. The library program will provide opportunities for both staff and on- and off-site researchers and visitors to acquire knowledge and thereby support attitudes and values that will enhance commitment to and stewardship of Grand Canyon National Park, the national park system, and related subjects. The library will reach out to in non-traditional ways to a diverse, international audience. The program will utilize resources from all divisions within the park and will forge active partnerships with a variety of public and private organizations.

The goals over the library over the next three to five years are:

Collection Access

Catalog the collection using standardized electronic, professional on-line resources including the National Park Service Voyager catalog the OCLC. This will allow Grand Canyon interpreters, national NPS staff,

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and national and international public audiences, and others easy access to the bibliography of the literature of the Grand Canyon and related subjects.

Providing interlibrary loan services will broaden the ability of park staff to pursue their research needs by allowing easy access to over 800 million additional items. In addition, the library will share parts of its collection with qualified researchers. By spreading knowledge through literature about the park to a world-wide audience, there will be more people who care about the Grand Canyon and its resources.

Reference and Research Services

Park staff and on and off-site researchers and visitors will receive personal services to provide answers about the park and related subjects. These "interpretive moments" help to create out deeply committed stewards.

Collection Management

The library will acquire items that are currently missing from the collection and newly published items to assure completeness to the body of literature about the Grand Canyon and related subjects. In addition, items in need of preservation will receive treatment in order to make them accessible to library users and assure their preservation into the future.

Library Programs

Both on-side and web-based programs will be developed that focus on the six major interpretive themes and the literature of the Grand Canyon, such as "A Look at Grand Canyon's Great Books." Library staff will also work with the Environmental Education staff to enhance pre- and post-visit materials through the use of the literature of the Grand Canyon.

Grand Canyon National Park Museum Collection

Grand Canyon's museum collection contains 318,000 artifacts, archives, and other materials associated with the history, prehistory, and natural resources of the park. Natural and cultural museum objects are available to interpreters for study in the development of interpretive programs. Archival collections provide primary documents for use by staff and researchers. In addition, the museum's historic photograph collection provides images for staff to use in the development of programs and media.

Image Collection

The Division of Interpretation and Resource Education maintains two slide collections that are used in the development of illustrated programs. The South Rim collection contains over 8,000 original and digitized images. The North Rim collection contains several thousand duplicate slides that have not been digitized. In addition, the Science Center Branch of Natural Resources maintains a large collection of slides related to research projects that are available to interpreters.

Interpretive Props

The division maintains a collection of reproduction artifacts and natural history specimens for use in interpretive programs. These include rock samples, skulls, skins, and pottery samples.

Computer/Audio-Visual Studio

The Division of Interpretation and Resource Education maintains an audio-visual studio for use by interpretive staff. This equipment is used to develop illustrated programs for delivery park visitors, to produce training videos, and to tape interpretive programs for submission to the Interpretive Development Program. This equipment is also loaned to other divisions for their use.

PARK PARTNERSHIPS

Active park partners are critical for providing insight and support needed to adequately minister to the needs of those who visit the park and to those beyond the boundaries of the park. Partnerships provide multiple resources such as finances, human resources, and shared administrative functions. Identification of current and potential park partners for interpretation, and the ways they can support the attainment of interpretive goals, enhances the park's ability to strategically use available assets to serve the public and achieve management goals.

Active Partners

Grand Canyon Association provides visitors with opportunities to purchase educational and interpretive products related to the park, its interpretive themes, and resources. All proceeds from the sale of products go toward the direct and indirect support of educational and interpretive programs. The direct aid funds provide the majority of funds needed to support the Interpretive Division, with the exception of permanent employees' salaries. Specifically, these funds are used to develop and print all of the park's free publications, purchase audio-visual equipment, purchase general supplies, provide support to the Superintendent's Office for VIP visits, provide total financial support for the Associate Naturalist program, provide salaries for seasonal and temporary employees, and pay for the operational cost of the park's Travelers' Information Stations.

Specific work necessary to maintain our partnership with the Grand Canyon Association includes the development and monitoring of our direct aid budget, product development and approval, and approval of the Grand Canyon Field Institute course offerings and schedule. In addition, the Division Chief is responsible for attending all board meetings and maintaining open communications with the Association President. The division's Writer-Editor works very closely with the Association's Vice President for Programs and Art Director in the development and production of the park's publications.

Front line supervisors maintain a vital relationship with bookstore employees at Desert View and the North Rim that allows for team building, information conduit, and new employee training for GCA and NPS

Grand Canyon Association sales staff provides invaluable service to park visitors in the form of information services and informal interpretation.

Grand Canyon Field Institute, a program of the Grand Canyon Association, offers a variety of instructor-led hikes into the Inner Canyon as well as rim-based programs. The Division of Interpretation, backcountry and search and rescue rangers, and resource managers approve all GCFI courses and itineraries. These programs provide theme-based interpretive and educational opportunities to park visitors that otherwise would not be available. The NPS provides trainers to assist GCFI employees at the beginning of each season.

GCFI's diversity of offerings is as broad as the segment of park visitation they attract. Participants range in age from pre-teens to seniors, arrive from all fifty states and a number of foreign countries, and have a wide

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range of knowledge about our public lands. All have a keen interest in Grand Canyon and are willing to spend the extra time, effort, and resources to maximize their experience.

Our partnership with **Northern Arizona University** enhances the park's ability to participate in additional educational programs. These include the Grand Canyon Semester and the Summer Enrichment Program. These programs provide us with opportunities to reach beyond park boundaries to audiences we would otherwise be unable to reach and to begin developing a constituency for the park and the national park system.

The Grand Canyon Semester is a partnership with Northern Arizona University (NAU), Museum of Northern Arizona, and The Grand Canyon Trust. The semester is offered annually at NAU during the fall semester. Undergraduate students from around the country devote an entire semester to the study of the greater Grand Canyon region. They spend one week at Grand Canyon National Park studying different management issues facing the park and travel down the Colorado River assisting with park research projects.

Summer Enrichment Program is a partnership with Northern Arizona University's Center for Excellence in Education (CEE) to offer a special week-long summer learning opportunity to prepare students from diverse backgrounds to succeed academically in high school while considering future educational opportunities. The program strives to convince young people from throughout Arizona that they have the potential to finish high school and go on to complete college.

The **Grand Canyon National Park Foundation** is the organization responsible for seeking out and obtaining grant dollars and donations to support park programs. In terms of the interpretive program, projects that the Foundation is assisting with include the raising of money to plan, develop and operate the Heritage Education Campus, grants in support of environmental education programs, and grants to support the research library. Without the support from this partner, we would be limited in the number of programs provided to visitors.

The **Grand Canyon Music Festival** produces a series of chamber music concerts each year during the month of September. Pieces are presented that interpret the Canyon through music. These concerts provide park residents and visitors with the opportunity to experience the inspirational power of Grand Canyon. These interpretive and educational opportunities would not be available without the maintenance of this partnership.

Willowbend Environmental Education Center is located in Flagstaff. Willowbend staff goes into elementary schools throughout Coconino County to provide environmental education lessons. They offer a menu of different activities from which teachers select what they would like presented. Willowbend will add lessons from the Grand Canyon National Park curriculum to their menu of offered activities and conduct the pre- and post-visit lessons for our curriculum-based program in Coconino County schools. This partnership will further enhance our outreach program.

The **Grand Canyon Railway** brings over 5,000 students to the park through their Conductor's Club program. Working with the Railway and the Grand Canyon Field Institute we will develop a curriculum-based program to offer the school groups that arrive via the train. The Grand Canyon Railway will advertise the program and provide material support and staff.

In partnership with the **National Aeronautic and Space Administration, Arizona State Parks** and the **Arizona Science Museum** we will participate in the implementation of the *Echo the Bat* program. NASA has developed a web-based, interactive children's program to teach remote sensing skills, natural history and geography of Arizona. To complement the web-based program they have developed a curriculum guide for

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teachers and will provide each of the partners a stand-alone display and *Echo the Bat* junior ranger type activity booklets to bring the program down to Earth. We will develop the booklet activities specific to Grand Canyon ensuring our themes are addressed and expanding our educational program reach.

The park has recently begun partnering with the **Navajo Nation Tribal Parks** to develop a cooperative partnership. The Division of Interpretation and Resource Education staff will continue this partnership by providing training to Tribal Park staffs and work with park management to develop long-range interpretive plans for the Monument Valley, Antelope Canyon, and Little Colorado River Tribal Parks. In addition, we will work to develop and implement and staff swap that will allow Tribal Park staff to gain interpretive skills and learn about Grand Canyon National Park and allow NPS staff to experience the resources of the Navajo Nation parks.

As a unit of the national park system, it is imperative that Grand Canyon National Park works with other local parks to meet our service wide missions. Our work with **other parks on the Colorado Plateau** enables us to speak with a unified voice about the threats to our resources and any common themes that we have. Our understanding of these issues allows park staff to speak knowledgeably to visitors about nearby parks. In addition, working cooperatively with these parks on the development and delivery of training allows us to more effectively use our training dollars.

Others Who Interpret for Grand Canyon National Park

The traditional interpretive program reaches 10-15 percent of the visitors. To extend interpretive services, we must depend upon other partners. Those partners that “interpret for us” include concessionaires, incidental business permit (IBP) holders, and special use permittees. The interpretive staff will provide training to these groups as requested. The division will continue to work with the Grand Canyon Field Institute to develop and deliver training to others who interpret for us. There is a need to formalize the NPS involvement with these groups to assure that appropriate messages are being delivered and NPS goals are being met.

Potential Partners for Grand Canyon National Park

As mentioned above, greater involvement with groups that bring visitors to the park is a priority. There are approximately 365 IBP holders that are classified under tour and transportation and another 30 that lead special activities such as hiking, bicycling, and other recreational activities.

The following are others who have expressed interest in partnering with the park in various interpretive activities.

Hopi Tribe
Havasupai Tribe
Hualapai Tribe
Pueblo of Zuni
Kaibab Band of the Paiute Indians
Paiute Indian Tribe of Utah
San Juan Southern Paiute
White Mountain Apache Tribe
Kaibab and Coconino National Forests
U.S. Geological Service – Flagstaff

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Special interest geology groups - New Mexico University, Yavapai College, and others
Museum of Northern Arizona
Grand Canyon Trust
Grand Canyon Air Tour Council
Grand Canyon Coaches
Arizona Office of Tourism
Parashant National Monument

Potential Benefits to the Park from Partnerships

Interpretive services
Fundraising
Knowledge and expertise
Curriculum development assistance
Photographs and artwork
Training
Writing and editing
Volunteer staff
Planning and design assistance
Service projects
Media announcements and publicity
Cultural activities

DESIRED FUTURE PROGRAM

Introduction

This program overview outlines the desired future interpretive program for Grand Canyon National Park. Included are the programs and services required to communicate the primary interpretive themes to assure balance, effectiveness, and attainability.

According to *NPS Management Policies, Section 7*, an effective interpretive and educational program includes:

- **Information and orientation** programs that provide visitors with the information needed to have a safe and enjoyable park experience.
- **Interpretive programs**, both on- and off-site presentations, designed to encourage visitors to form their own intellectual and emotional connections with the resource. All successful interpretive programs achieve significance by linking artifacts, buildings, and places with ideas, events, and concepts. Interpretive programs facilitate a connection between the interests of visitors and the meanings of the park.
- **Curriculum-based educational programs** link park themes to national standards and state curricula and involve educators in planning and development. These programs usually include pre- and post-visit materials, address different learning styles, include an evaluation mechanism, and provide learning experiences linked directly to clear objectives. Programs develop a thorough understanding of the park's resources in local, regional, national, and global contexts, and of the park's place within the national park system.
- **Interpretive media** provide visitors with relevant park information and facilitate more in-depth understanding of and personal connection with park themes and resources. These interpretive materials must meet the same goals as those outlined under interpretive and curriculum-based educational programs.

South Rim

Village District Interpretive Program

The Village Interpretive District extends from Park Headquarters east to Yavapai Observation Station and west to Hermits Rest. The locations within the Village Interpretive District where interpretive services are provided include Yavapai Observation Station, Rim Trail, Shrine of the Ages, train depot, El Tovar Hotel, Bright Angel Lodge, Kolb studio, the Bright Angel trail, and Hermits Rest shuttle bus route, Hopi Point, Pima Point, and Hermits Rest.

The core village interpretive program will consist of:

Walks – Geology, natural / cultural history, fossil

Talks – Geology, transportation, cultural demonstration, arts & inspiration, river view, sunset

Evening programs

Interpretive opportunities – roving rim trail, historic village, Hermits Rest Exchange, Hermits Rest Road viewpoints

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The Village Interpretive District contains a rich diversity of interpretive assets allowing the Village Interpretive Program to present programs on all six parkwide interpretive themes, as listed in this document.

The Village Interpretive Program will serve the general audience, including families and children, organized educational groups, non-English speaking visitors, and others who interpret for Grand Canyon National Park.

The Village Interpretive Program will take a visitor-centric approach to providing personal and non-personal interpretive services. Each year in excess of 3,000,000 visitors enter the Village Interpretive District. The number of visitors varies greatly according to the season. Visitors prefer coming to the Village Interpretive District in the summer, spring, fall, and holiday times.

The number and distribution of Village Interpretive District visitors will determine the frequency, location, and type of interpretive activity. The interpretive assets, including the natural and cultural resources, installed interpretive media, and visitor facilities will determine which parkwide interpretive themes are presented at each interpretive location. Interpretive programs will take advantage of all interpretive assets. The Village Interpretive District interpretive program will integrate with the Desert View, Canyon View, and Inner Canyon Interpretive Programs. Each season the Village Interpretive Programs will be highlighted in *The Guide*.

Roving Village Park Rangers and Associate Naturalists will use visitation numbers and patterns to determine the number of hours to rove at each location. Also, they will use their roving contacts to take visitors from basic information to theme-based interpretive opportunities in order to explain the meaning/significance of Grand Canyon National Park and foster a stewardship ethic.

Annual planning for the Village Interpretive Program occurs in the fourth quarter of the preceding fiscal year (July, August, and September). The work, formal program schedule, rove schedule, resources, and budget for the upcoming year are planned concurrently. The Village interpreters' work will be scheduled once a season during the month before the new season begins. The Village Interpretive Districts' formal programs offered to the public will be advertised in *The Guide* publication.

The interpretive assets found at the locations within the Village Interpretive District include:

Shrine of the Ages - Historic cemetery, religious organizations that built the Shrine, evening program location, cultural resources in the area, environmental education program offices

Train Depot - Railroad, log train depot, Ralph Cameron, Sante Fe RR; unique squared logs, Francis Wilson designed to harmonize with El Tovar, one of only three full log depots still standing in the US, one of 14 ever constructed, from 1901 to 1927 more than 50% of visitors arrived by train compared to now ~ 170,000; changed visitation patterns throughout the West, early travel history, difficult stagecoach ride, water brought by railcars

El Tovar - Park architecture, Sante Fe RR, rise of tourism to national parks, some of the best accommodations in the West, \$250,000 to construct, queen of NPS hotels, Charles Whittlesey architect, had green house, dairy herd, and chickens, contrast to early tourist camps with upscale nature of ET, role of bringing GC to attention of moneyed traveling public, cast world of gracious living in the wild, lobby history, animal heads.

Bright Angel Lodge - Mary Colter, rustic architecture, \$500,000 to build, took two years to build, 1935, Colter's geological fireplace, thunderbird by the fireplace was the "bright angel" from the sky that greeted

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visitors, includes Bucky O'Neill's cabin & Red Horse Station, was for working class guests, condor activity, history, Colter as a woman ahead of her time, fossil tracks on patio flagstone bench, history room, blue window frames, dining room photographs.

Kolb Studio - Rugged individual vs. national organizations like NPS & Sante Fe Railroad; GC photography, river rafting, Kolb Studios, constructed between 1904 – 1926, photograph mule riders going into the canyon, 1911 shot a movie of the mule trip, Kolbs became icons of the canyon, Emery longest living resident, rotating art exhibit in the auditorium, arts and inspiration, animosity between Kolb brothers and the NPS, deposits of their assets, GCA remodeling, discoveries, Kolb brothers as the documenters of the early days of tourism and the closing of the pioneer period through their amazing collection of 250,000 images, Kolb brothers as example of ordinary people who come to the Grand Canyon and lead extraordinary lives.

Bright Angel Trail - Historic trails, Ralph Cameron, Havasupai tribe that occupy this area, 1890-1891 Indian trail reached river ten yrs later, NPS took control in 1928 & relocated much of trail, reached river in eight miles, most popular trail for hiking, favorite location to observe mules, safest trail to hike in summer because of availability of drinking water, follows BA fault, natural route to water for people and animals, geological strata, NPS efforts to claim trail from Cameron, life zones, changing flora, human impact on canyon, human waste disposal.

Hermits Road - Sante Fe RR built 1911 – 1913, highest quality of any road in America, repaved in 1920, road disintegrated within months after allowing vehicles, rim trail parallels the road, free shuttle bus service began 1974, passes one of richest uranium mines in US, history and status of Orphan mine, popular sunset points, river views, condor activity, history, shuttle, reasons for shuttle existence, benefits of natural quiet, BA fault, role of faulting, archeology, Hopi fire tower, abandoned roadbeds.

Hopi Point - Beautiful sunsets, excellent views of Osiris, Mencius, Confucius temples, Tower of Ra, Shiva & Isis temples, Point Sublime, good views of Colorado river, most visited location for sunsets, end of guided tours until 1912, fire tower here since turn of the century, views of major sedimentary strata & metamorphic complex, canyon formation, river channels, side canyons, river history, adventure stories, proposed 1919 tram to tie Hopi Point to Tiyo Point on north side, adventures of young surveyors, disturbance of the natural scheme of things, Mather's role in the defeat of the tram, what national parks are all about.

Pima Point - Views of the river, rapids, most important panorama on the Hermits Rest route both in scenic wonder and natural history, extensive view of the Great Unconformity, the amphitheaters, alcoves, are exceptionally well exposed, 1925 installed a cable to Hermits Camp, 3600 feet below the rim & 6300 feet long, longest span in US & only tourist tramway built in the canyon, history of Union Pacific tramway studies, Granite Rapid, formation of rapids, rapids effects on river ecology, Sante Fe RR operation at Hermit Camp, air quality, visibility.

Hermits Rest - Louis Boucher, Mary Colter's building rustic architecture, built 1914, cost \$3000, looks like a hut built by a mountain man, only restrooms along road, fireplace.

Yavapai Observation Station Project

The Yavapai Observation Station, built in 1928, is located at a key point for viewing the canyon and observing the geological story. YOS has been identified in the 1995 GMP as an interpretive facility. This project will restore the function of interpreting the geology of Grand Canyon to this historic structure.

Rehabilitation of this interpretive facility will include the design, fabrication, and installation of interpretive exhibits for the interior of YOS. These exhibits will occupy approximately 1600 square feet.

These exhibits will interpret and explain the significance of Grand Canyon and its geologic resources. The goals of these exhibits are to:

- Illustrate the life and environments of the rock layers exposed in the canyon.
- Explain the concept of geologic time.
- Demonstrate the force of water in forming the canyon.
- Present the concept of continuity of the process that formed the rock and cut the canyon.
- Explain how current geologic research relating to the Grand Canyon formation is an on-going process.
- Illustrate through models the immensity of the Grand Canyon.

Heritage Education Campus

The Heritage Education Campus will be Grand Canyon's primary interpretive facility. The interpretive themes will be fully developed in the Livery Stable (1906), Mule barn (1906), Powerhouse (1926), and Laundry (1926). Through a variety exhibits and other interpretive media the Heritage Education Campus will provide visitors with an opportunity to explore the complex relationships in the natural and cultural history of Grand Canyon.

The core Heritage Education Campus exhibits will illustrate the grand forces of water, climate, and ecological and geological processes relating to the canyon and how people have related to the canyon. Visitors will discover how these forces have influenced and continue to influence biological and geological systems, human history, inspirational qualities, and resource management actions and vice versa. Grand Canyon will be tied to Colorado Plateau, continental, and global ecosystems.

Trail of Time

The Trail of Time will afford visitors an opportunity to experience self-guided media and interpretive programs that provide educational information on geology and the formation of Grand Canyon. The Division of Interpretation and Resource Education will oversee the project staff from the University of New Mexico.

Conceptual plans include placing exhibits along the Rim Trail from Mather Point and Yavapai Observation Station and on to the Heritage Education Campus.

Canyon View

The Canyon View District extends along the South Rim from Yaki Point to just east of Yavapai Observation Station and down to Phantom Ranch via the S. Kaibab Trail and includes Market Plaza. The locations within the Canyon View District where interpretive services are provided include Yaki Point, South Kaibab Trail, Pipe Creek Vista, Mather Point, and Canyon View Information Plaza. The interpretive services provided for Canyon View visitors are walks, talks, cultural demonstrations and interpretive opportunities (roving).

The core Canyon View district interpretive program will consist of:

Walks – Cedar Ridge hike

Talks – Geology, Lure of the Canyon, cultural connection, hiking safety, impromptu story telling

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Interpretive opportunities – roving rim trail between Yavapai and Pipe Creek Vistas and Yaki Point and South Kaibab Trailhead, Canyon View Plaza, Canyon View Center desk and building.

The Canyon View District contains a rich diversity of interpretive assets allowing the Canyon View Interpretive Program to present programs on all six parkwide interpretive themes, as listed in this document.

The Canyon View Interpretive Program will take a visitor-centric approach to providing personal and non-personal interpretive services. Each year in excess of 500,000 visitors enter the Canyon View Interpretive District from the Desert View Interpretive District, and another 3,000,000 visitors enter through the South Entrance Station. The number of visitors varies greatly according to the season. Visitors prefer coming to the Canyon View District of GRCA in the summer, spring, fall, and holiday times.

The Canyon View Interpretive Program serves the general audience, organized educational groups, non-English speaking visitors, and others who interpret for Grand Canyon National Park.

The number and distribution of Canyon View District visitors will determine the frequency, location, and type of interpretive activity. The interpretive assets, including the natural and cultural resources, installed interpretive media, and visitor facilities will determine which parkwide interpretive themes are presented at each interpretive location. Interpretive programs will take advantage of all interpretive assets. The Canyon View District Interpretive Program will integrate with the Desert View, Village, Hermits Rest, and Inner Canyon Interpretive Programs. Each season the Canyon View Interpretive Programs will be highlighted in *The Guide*.

Canyon View Interpretive District staff will rove at Yaki Point/South Kaibab Trailhead, Pipe Creek Vista, Mather Point, Canyon View Center and Plaza, along the Rim Trail between these points and market plaza. Roving Canyon View staff will use visitation numbers and patterns to determine the number of hours to rove at each location. In each one hour roved, at least one ten-minute impromptu interpretive talk shall be presented, weather and visitor numbers permitting. Interpreters shall record all program and rove statistics. Roving interpreters will be free to use their roving contacts to take visitors from basic information to theme based interpretive opportunities in order to explain the meaning/significance of Grand Canyon National Park and foster a stewardship ethic.

Several programs per day, not listed in the *Guide* may be presented as driven by visitation patterns and staffing availability. These locally advertised programs may be advertised in Canyon View Center and the Books and More store.

The interpretive assets found at the locations within the Canyon View Interpretive District include:

Yaki Point - Natural resources present or visible include the Colorado River, Clear Creek Canyon, Cheyava Falls, Tonto Trail, migrating birds. These lend themselves to programs on wildlife, fire ecology, trail history, hiker safety, air quality, overflights, mule transportation, and natural quiet.

South Kaibab Trail - Opportunities to present informal interpretation on geology, trail history, overflights, fossils, life zones, hiker safety, air quality, Native cultures, mule history, NPS trail history, Ooh-Ah Point, Cedar Ridge, Skeleton point histories and significances.

Pipe Creek Vista - Natural resources present or visible include the Colorado River, Clear Creek Canyon, Cheyava Falls, Tonto Trail, South Kaibab Trail, migrating birds. These lend themselves to programs on wildlife interface, fire ecology (when smoke visible on North Rim), as well as, trail history, hiker safety, air quality, overflights, mule transportation, natural quiet, and inner canyon ecology.

Mather Point - Opportunities to present informal interpretation on the Colorado River, wildlife interface, fire ecology (when smoke visible on North Rim), geology, hiker safety, air quality, overflights, transportation history

Canyon View Information Plaza - Opportunities to present interpretation on wildlife interface, fire ecology, geology, hiker safety, air quality, over flights, transportation history, GMP plans and implementation.

Information and visitor services provided within the Canyon View District include:

Staffing the information desk at Canyon View Center

Roving CVC, plaza, plaza to Mather

Operating the accessible electric carts

Providing Park Aid information services in Market Plaza during the summer

Providing information services at GCA's Books and More Store

Canyon View is a very dynamic environment, with visitation rates ranging from a few visitors per hour during the slower winter season to thousands of visitors an hour during the spring, summer, fall seasons, and holidays periods. CVIP personnel answer visitor requests for information by providing mail-outs and written correspondence.

Phantom Ranch – Morning walks, afternoon talks, and evening programs are presented from mid-May through mid-October. Geology, human history, natural history, the Colorado River, hiker safety are applicable themes for interpretive presentations.

CVIP Interpretive Sales Exhibit

This project includes the conceptualizing, planning, budgeting, scheduling, writing, editing, illustrating, designing, and manufacture of permanent exhibits to be installed at the CVIP Books & More store. The exhibits will introduce and stimulate interest in the park's primary interpretive themes and will display sales items that relate to the themes.

The following individual exhibits will be developed when funding and staff time (both NPS and Grand Canyon Association) are available:

- Geologic cross-section with rock samples and interpretive text panel
- Scale model of Tusayan Pueblo as it might have looked when occupied by ancestral Puebloan people, surrounding panels to include artifacts, replicas, graphics and text.
- Freestanding case containing artifacts, replicas, graphics, and text interpreting more recent history such as prospecting / mining, early trade, early tourism, railroad, architecture, and development to support tourism.
- Cross-section cloned from geologic model, but illustrated to interpret the vertical layering of biotic zones from the North Rim to the river and the elements that combine to create these zones of plant and animal habitat.
- Children's area including large touchable fossils, touch boxes, animal tracks leading to mounted specimens, wall-hung panels/cases incorporating plants and animals likely to be seen around the plaza or on the rim, Navajo rug designs painted on the floor, and a mobile of life-size birds.

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- Interactive kiosk may be developed as funding allows interpreting park themes in greater depth.

Exhibits will expand upon the NPS information and orientation exhibits currently installed at CVIP and will introduce the park's primary interpretive themes. They will fill a gap in interpretive exhibitry while the Heritage Education Campus is being designed and implemented and will relate educational products to exhibit themes.

Desert View

The Desert View District extends from the Desert View Entrance Station to Grandview Point. The locations within the Desert View District where interpretive services are provided include Desert View Point, Lipan Point, Tusayan Ruins and Museum, Moran Point, and Grandview Point.

The core Desert View interpretive program will consist of:

Walks – Tusayan Ruin, Medicinal Plant

Talks – Cultural demonstration, sunset

Interpretive opportunities – Ask a Ranger, roving at Desert, Lipan, Moran, and Grandview Points, staff information desks

The Desert View District contains a rich diversity of interpretive assets allowing the Desert View Interpretive Program to present programs on all six parkwide interpretive themes, as listed in this document.

The Desert View Interpretive Program will serve the general audience, organized educational groups, non-English speaking visitors, and others who interpret for Grand Canyon National Park.

The Desert View Interpretive Program will take a visitor-centric approach to providing personal and non-personal interpretive services. Each year over 500,000 visitors enter Grand Canyon National Park through the Desert View Entrance Station, which is the eastern boundary of the Desert View Interpretive District. Approximately 200,000 more visitors enter the district each year from the west via Desert View Drive from the South Rim Village. The number of visitors varies greatly according to the season. Visitors prefer coming to the Desert View District in the summer, spring, fall, and holiday times.

The number and distribution of Desert View District visitors will determine the frequency, location, and type of interpretive activity. The interpretive assets, including the natural and cultural resources, installed interpretive media, and visitor facilities determine which park-wide interpretive themes will be presented at each interpretive location. Interpretive programs shall take advantage of all interpretive assets. The Desert View District Interpretive Program integrates with the Canyon View, Village, Hermits Rest, and Inner Canyon Interpretive Programs. Each season the formal, regular Desert View Interpretive Programs will be highlighted in *The Guide*.

Roving Park Rangers will use visitation numbers and patterns to determine the number of hours to rove at each location. Also, they will be free to use their roving contacts to take visitors from basic information to theme based interpretive opportunities in order to explain the meaning/significance of Grand Canyon National Park and foster a stewardship ethic.

Information and visitor services within the Desert View District are provided at the Grand Canyon Association bookstores desks at Desert View Point and Tusayan Museum. Informational services provided

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includes general trip planning, information on visiting sites within the Colorado Plateau region, awarding Junior Ranger certificates and badges, and in-park services. The Grand Canyon Association is responsible for staffing these information desks.

The Tusayan Museum exhibit text and display cases will be rehabilitated. The purpose of the project is to rehab the exhibit text to current interpretive standards and Native American language, repair 9 exhibit display cases, and comply with the Native American Graves Protection and Rehabilitation Act.

An Orientation Plaza will be planned and constructed at Desert View Point. The purpose of the project is to develop an interpretive exhibit plan for Desert View Point, purchase and install picnic tables, benches and shelters, design, fabricate, and install wayside interpretive and informational exhibits. The project includes requesting funding for all the elements that make-up the Desert View Orientation Plaza, working with the designers and planners providing input on the project design once funded, and overseeing the projects from an interpretive stand point as it gets fabricated and installed. Much like the orientation plaza at Canyon View, the Desert View Orientation Plaza will provide visitors with basic trip planning information and an introduction to the park's primary interpretive themes.

The interpretive assets found at the locations within the Desert View Interpretive District include:

Tusayan Museum - Cultural resources – past and present, value of archeology and anthropological studies, ethno-botany

Desert View Point - Desert View Watchtower – Cultural history, Native Americans, Mary Colter and her work, CCC Camp near Desert View Point – Cultural history - CCC workers, world events during CCC times that shaped the future of the canyon and the world, Views of Colorado River and the Little Colorado River – Cultural and natural history, view of the river drainage where the Sipapu is located, ruins along the river, Unkar delta, monocline, John Wesley Powell's exploration of the area, Chuar Butte is visible and is where the wreckage from the 1956 airline collision was located (aircraft overflights issues), endangered species (Humpback Chub, CA condors, spotted owls) impacts of the Glen Canyon Dam

Lipan Point - View of the Colorado River, View of the Supergroup – Geology, Aircraft overflights issue – located along the eastern edge of a flight corridor, Archeology – Unkar Delta, Endangered and migratory birds

Moran Point - Emergence of Vishnu schist layer, View of Colorado, presence of coyotes – human – wildlife interaction

Grandview Point - Trail to Horseshoe Mesa – cultural history, mining, Native Americans developed the trail that miners later used, Grandview Lodge area – cultural history, development of Grand Canyon (stages to Grand Canyon) why the village was developed and not Grandview, first Hispanic explorers

North Rim

The North Rim interpretive program will rely heavily on personal services; however, other media would be employed for those who choose to explore on their own. At the information and orientation center at Jacob Lake, visitors will learn about park and regional services, accommodations, safety precautions, tour options, and interpretive programs on the North Rim.

Jacob Lake

At Jacob Lake the NPS and the U.S. Forest Service operate a joint information center. Either the existing facility would be expanded or a new center would be built nearby. In addition to more parking, rest rooms with outside entrances, and a 24-hour information kiosk, the center would provide:

- Area information and trip planning,
- Day-use and backcountry permits,
- Small-scale exhibits on regional/park themes,
- Book sales through the USFS cooperating association;
- Lodging and camping check-in for USFS and NPS facilities, and
- Direct phone connections for lodging and camping confirmations and reservations.

Bright Angel Point

North Rim Visitor Center located adjacent to the Grand Canyon Lodge will provide:

- Visitor orientation (see earlier Information/Orientation section),
- Exhibits with a brief introduction to North Rim ecosystem,
- Future exhibits will provide an introduction to the primary interpretive themes,
- A cooperation association bookstore.

The core North Rim interpretive program will consist of:

Walks – Geology, N. Kaibab Trail hike, night, ruins, sunset

Talks – Rivers, fire, resource, campfire, kids

Evening programs – illustrated programs

Diverse personal-services interpretive activities will continue to be the principle focus of the North Rim interpretive program. In addition, North Rim concessionaires will continue to offer bus/van tours and mule rides. NPS staff will offer training and technical assistance for these interpretive efforts.

Both the auditorium in the lodge and the amphitheater at the campground will remain for evening programs and other interpretive activities.

North Rim Scenic Drives

Wayside exhibits will be the primary form of interpretation along the North Rim scenic drives. An interpretive wayside exhibit plan is needed to meet interpretive goals.

Walhalla Plateau. Interpretive services will continue to be provided through:

- Wayside exhibits,
- Personal service activities related to the site, and
- Publications.

Environmental Education

The Grand Canyon Environmental Education Program will provide opportunities to acquire knowledge, build skills, and support attitudes and values that will enhance commitment and promote participation in the protection of Grand Canyon National Park, local communities, and individuals' own backyards. It will offer both on-site and off-site environmental education activities to ensure reaching the largest audience possible. All activities will be directed at a diverse audience based on age, gender, race, culture, and nationality. While the primary focus initially will be on the park's own and neighboring communities, and visitors; ultimately, the focus will expand to include the communities of the Colorado Plateau and beyond, eventually reaching across international borders. The program will engage a variety of activities and media ranging from simple hands-on activities to using the Internet and technology-based approaches to spark curiosity and generate excitement. The program will utilize resources from all divisions within the park and will forge active partnerships with a variety of public and private organizations.

The projects and activities of the Grand Canyon Environmental Education Program will offer opportunities for educators, students, and visitors to use Grand Canyon National Park as a classroom to develop awareness, knowledge, and skills related to understanding our world. It will provide opportunities to be actively involved in restoring, preserving, and protecting the environment. To this end, all activities will strive to achieve one or more of the following:

- Knowledge — to help participants gain a basic understanding of the workings of the environment that is Grand Canyon;
- Awareness — to help participants acquire an awareness and sensitivity to Grand Canyon resources and its environmental issues, and make linkages to the environment outside the park;
- Attitudes — to help participants explore their attitudes and feelings of concern for Grand Canyon and the environment as a whole;
- Skills — to help participants develop the skills for identifying potential environmental problems and preventing them before they happen, and solving existing problems both within Grand Canyon and at home; and
- Participation — to provide participants opportunities to be actively involved at all levels in working toward the prevention and resolution of environmental problems.

School Program

On-site, Curriculum-based Field Trips—Three to five curriculum-based field trip programs will be developed that address national and Arizona State academic standards. The programs will be Ranger led and focus on geology, natural history, human history, and the arts. They will be offered on a regularly scheduled basis for which educational groups will be able to sign up in advance.

To support the educational group visits a curriculum guide is being designed using instructional strategies appropriate to the full range of learning styles. The curriculum is closely tied to the field trip programs and designed to enrich students' learning by engaging all of their senses. It follows a set scope and sequence through the grades and includes pre-, on-, and post-site visit activities. It complies with the national academic standards and guidelines for excellence for environmental education materials facilitating easy integration into the classroom.

Additionally, on-site and off-site teacher-training workshops will be offered for teachers to learn how to use the Grand Canyon curriculum and the field trip programs. The workshops will be designed to increase

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teachers' overall knowledge and comfort in using the Grand Canyon as a teaching tool and resource. The workshops will also provide guidelines for structuring quality field trips to the park.

Prior to a school's visit to the park, Park Rangers will visit the school when possible to conduct hands-on environmental education activities with the children. The Rangers will conduct pre-visit activities associated with the curriculum-based, on-site school program. The visit on average will be two days and consist of two activities in the classroom and an evening slide show to which the entire community is invited.

Junior Ranger Program

Activity-based Family Oriented Programs will be of varying lengths and for different age groups. They will be for families and focus on the geology and ecology of the canyon. They are designed to teach families activities they can do on their own both at Grand Canyon National Park and during other vacations at other parks or protected areas. These programs will only be offered during the summer season.

Junior Ranger Magazine is available for children visiting the South Rim, North Rim and Desert View. There is a separate Junior Ranger magazine for Phantom Ranch. The magazine is available year round.

Outreach

Web Site will contain descriptions of all of the environmental education activities available through the park, it will announce special events and post photo albums of participants in environmental education activities at the park. It will include interactive programs for kids to continue learning about Grand Canyon whether they plan to visit the park, have visited the park, or may never visit the park. Lesson plans will also be available for teachers and other leaders to download and use with their groups.

Traveling Trunk program is offered through the Grand Canyon Field Institute, a branch of our cooperating association. The trunks contain lesson plans and all of the necessary materials for the activities within. The trunks are available to be checked out by educational groups. There are five trunks for grades 4 to 8: *Grand Canyon Ecology*, *Colorado River Ecology*, *Grand Canyon Human History*, *John Wesley Powell*, and *Grand Canyon Geology*. An additional trunk will be developed to cover resource management issues including water, fire ecology, air quality, natural quiet, and visitation and transportation. There is also a Primary Trunk available for lower primary grades. The Resource management trunk is for high school age students.

Video Loan program, like the Traveling Trunk, is offered through the Grand Canyon Field Institute. Videos are available to be checked out by educational groups. The videos are sent out with a lesson plan guide that includes discussion questions and suggested classroom activities.

Teacher Workshops are offered on themes and curriculum related to the park.

Environmental Education Camp will be a semi-permanent environmental education facility with platform tents or dormitory space, and equipment and supplies for in-field training. The camp will be for school groups and organized youth groups.

Parkwide Interpretive Media

Park Publications

The division has an active publications program that produces a variety of materials for the visitor.

The park unigrid brochure is intended for handout to all park visitors and potential visitors. It is distributed at all entrances and visitor centers, and is sent via mail by request. This full-color handout is produced in cooperation with Harpers Ferry Center under a GPO contract. Approximately 2.4 million are distributed annually at a cost of \$180,000. The park receives these in two shipments, which poses a storage problem.

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Additional storage space should be available in the new warehouse, scheduled for completion in 2003/04. The current Unigrid provides only orientation information and maps. A more interpretive format is planned for 2003.

The Grand Canyon Association funds a free publications program that includes a number of tabloid-style handouts:

Pre-visit information distributed mostly by mail on request

Accessibility Guide

Trip Planner

Backcountry Trip Planner

For use while visiting the park, distributed at entrances and visitor contact points

The Guide – South Rim, four versions yearly

The Guide – North Rim, one version yearly

Foreign language editions of *The Guide*

Currently printed in French, German, and Spanish

A Japanese edition is planned for 2003

Special interest publications

The Accessibility Guide

A Quick Look

Junior Ranger booklet

In addition, the Grand Canyon Association prints a series of multi-fold brochures on topics specific to certain areas that are distributed in boxes asking for donations or sold at bookstores. Currently the series consists of:

Bright Angel Point

Grand Canyon Geology / Life along the Rim

Minimum Impact on Archaeological Sites / on the River

Phantom Ranch: A Walking Tour

Tusayan Ruin

Walhalla Glades Guide

Widforss Trail

Unkar Delta

The publications program also includes a series of site bulletins on specific topics of special interest. There are 20-25 titles within this series, not all of which are available at every visitor contact location.

The writer/editor is responsible for editing other materials produced in the park intended for the public. This includes text for waysides or displays, brochures or site bulletin produced by other divisions, materials from the Superintendent's Office, public service announcements, management plans, or environmental compliance documents.

Parkwide Waysides Project

The purpose of the Parkwide Wayside Project is to update Grand Canyon's wayside exhibits to contain current information, safety, and interpretive messages, as well as, to maintain the physical condition of the wayside exhibits. The project includes conducting an inventory and assessment of the park's wayside exhibits, updating and reviewing wayside exhibit panel blue lines (laser proofs and film proofs), overseeing the fabrication and installation of new wayside exhibit panels, documenting the new wayside exhibits in the park's inventory, and coordinating the repainting of all wayside exhibit bases.

The parkwide wayside exhibits project categorizes the current and future inventory of Grand Canyon's wayside exhibits into the following projects:

Village Trails and Vistas

North Rim Trails and Vistas

Desert View Trails and Vistas

Tusayan Ruins

Greenway

Corridor Trails

River Corridor

Tuweep

North Rim Plaza

The parkwide wayside exhibits project focuses on 104 wayside exhibits on the South Rim and 19 wayside exhibits on the North Rim. These wayside exhibits are part of the Village Trails and Vistas, North Rim Trails and Vistas, Desert View Trails and Vistas, and Tusayan Ruin projects. Village Trails and Vistas include exhibits at and around Canyon View Information Plaza, Mather Point, Yavapai Observation Station, the Historic District, and Hermit Road. The work includes updating Grand Canyon's wayside exhibits to contain current information, safety, and interpretive messages. The work also includes maintaining the physical condition of the wayside exhibits. The near-term work is accomplished by conducting an inventory and assessment of the park's wayside exhibits, updating and reviewing wayside exhibit panel blue lines, overseeing the fabrication and installation of new wayside exhibit panels, documenting the new wayside exhibits in the park's inventory, and coordinating the repainting of all wayside exhibit bases. The out-year work of the parkwide wayside exhibit control account projects focus on the Greenway, Tuweep, North Rim Plaza, River Corridor which includes Lees Ferry and Meadview/Pierce Ferry, and Corridor Trails which includes Phantom Ranch, Indian Garden, Cottonwood, and trailheads. The work includes continuing to update, repair, and replace Grand Canyon's outdated or damaged wayside exhibits. The work also includes the development, production, installation, and inventorying of completely new wayside exhibits.

Table 1: Interpretive Themes By Location										
	Inspiration	Geology	Paleontology	Ecology	Conservation	Native American	American History	Preservation	NPS Mission	Safety
Village										
Shrine							X			
Train Depot							X	X		
El Tovar							X	X		
BA Lodge							X	X		
Kolb Studio	X						X	X		
BA Trail		X	X	X		X	X	X	X	
Fossil Beds		X	X							X
Hermit Road	X	X		X			X	X	X	X
Hopi Point	X	X		X	X	X	X		X	
Pima Point		X		X			X			
Hermits Rest		X	X				X	X	X	
Canyon View										
Yaki	X	X	X	X	X			X	X	
S Kaibab Trail		X	X	X			X		X	X
Pipe Springs	X	X		X					X	X
Mather Point	X	X		X	X				X	X
CVIP	X	X	X	X	X	X	X	X	X	X
Desert View										
DV Point	X	X		X	X	X	X	X	X	X
Tusayan Ruin				X	X	X		X	X	
Lipan Point	X	X		X	X	X	X	X	X	X
Moran Point	X	X		X	X		X	X	X	X
Grandview Pt	X	X		X	X	X	X	X	X	X

LONG RANGE ACTIONS

The LRIP actions serve as the basis of the park's future interpretive and educational programs. The division's four overall operational goals drive the long-range actions listed below.

Reach More Visitors

Expand program offerings in all interpretive districts

Expand program offerings to cover all interpretive themes

Increase informal interpretive opportunities by increasing the number of hours spent roving

Update publications on an on-going basis

Update park waysides and exhibits

Support Employee Development

Provide each staff member with 80 hours of training per year

Provide each staff member with between 80 – 120 hours dedicated to program development annually

Make the research library collection accessible via an electronic catalog

Increase supervisory coaching and mentoring

Provide rangers with the tools they need to succeed – computers, software, AV equipment, radios, job specific training

Provide career development opportunities

Manage our funds wisely

Reorganize personnel to meet visitor and operational needs

Assign work appropriate to grade levels

Manage informal and formal property inventories in accordance with NPS policy

Obligate funds in a timely fashion

Review budgets monthly

Track staff time in accordance with the operational management system

Be good stewards of our park and park relations

Honor our commitments

Base interdivisional relations on equitable exchanges

Respect other divisions' and partners' priorities

Lead by example

Integrate a stewardship message into every program and publication

APPENDIX A – CIP PROCESS AND ACKNOWLEDGEMENT OF CORE TEAM MEMBERS & STAFF

The Division of Interpretation and Resource Education held two planning workshops (November 1999 and January 2000) to gather consensus foundational information on Grand Canyon National Park's significance and overarching stories, and to apply that information to the development of the desired future interpretive program for the park. These workshops led to Grand Canyon National Park's first *Comprehensive Interpretive Plan*, of which this Long-Range Interpretive Plan is a part. The entire planning group cited below attended the first workshop. The second workshop, attended by the core team, developed this plan based on the work generated in the first workshop. The entire Division thanks all of the participants, who gave freely of their time and expertise.

planning group Participants		
Name	Title	Organization
Alice J. Talakte	Park Ranger – Interpretation	Grand Canyon National Park
Bill Johnston	General Manager	Xanterra
Brad Bennett	Park Ranger – Interpretation	Grand Canyon National Park
Brenda Drye	Cultural Resources	Kaibab Paiute Tribe
Carol Tepper	Park Ranger – Interpretation	Grand Canyon National Park
Charles B. Wahler	Writer/Editor	Grand Canyon National Park
Dan Hakes	General Manager	Cassi Tours
Deb Hill	Collections Manager	Museum of Northern Arizona
Deborah Tuck	President	Grand Canyon Nat'l Park Foundation
Dennis Reason	Interpretive Trainer	Xanterra
Donna Nemeth	Fire Information Officer	Grand Canyon National Park
Ed Wade	Senior Vice President	Museum of Northern Arizona
Ellen "Sissy" Seeley	Interpretive Specialist	Grand Canyon National Park
Ellis Richard	Park Ranger – Interpretation	Grand Canyon National Park
George Billingsley	Geologist	U.S. Geological Survey
Jacob Fillion	Environmental Education Specialist	Grand Canyon National Park
Jan Balsam	Chief, Cultural Resources	Grand Canyon National Park
Jim Gale	Assistant Chief Interpreter	Grand Canyon National Park
Jim Heywood	Park Ranger – Interpretation	Grand Canyon National Park
Kathy Daskal	Park Ranger – Interpretation	Grand Canyon National Park
Ken Block	Park Ranger – Interpretation	Grand Canyon National Park
Lisa Collins	Park Ranger – Interpretation	Grand Canyon National Park

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Lita Ebersole	Concessions Management Specialist	Grand Canyon National Park
Mallory Smith	Management Assistant	Grand Canyon National Park
Mary Killeen	Executive Director, GC Music Festival	Grand Canyon Music Festival
Pam Frazier	Vice President, Programs	Grand Canyon Association
Rich Stephens	NAU Elderhostel Coordinator	NAU
Rob Elliott	River Runner	Colorado River Fund
Robin White	Interpretation/Supervisor	Grand Canyon National Park
Sandra Dannenfeldt	NAU (Liaison)	NAU, Box 5650, Flagstaff, AZ 86011
Sara Stebbins	Research Librarian	Grand Canyon National Park
Steve Sullivan	Permits Program Manager	Grand Canyon National Park
Sue Fischer	Park Ranger – Interpretation	Grand Canyon National Park
Tom Pittenger	Natural Resource Education Specialist	Grand Canyon National Park
Richard Kohen	Interpretive Specialist / Planner	<i>IMDE, Interpretation and Education</i>
Kim Sikoryak	Interpretive Specialist / Planner	IMDE, Interpretation and Education

core team Participants		
Name	Title	Organization
Alice J. Talakte	Park Ranger – Interpretation	Grand Canyon National Park
Bob Winfree	Acting Science Center Director	Grand Canyon National Park
Brad Bennett	Park Ranger – Interpretation	Grand Canyon National Park
Carol Tepper	Park Ranger – Interpretation	Grand Canyon National Park
Charles B. Wahler	Writer/Editor	Grand Canyon National Park
Dennis Reason	Interpretive Trainer	Xanterra
Ellen “Sissy” Seeley	Interpretive Specialist	Grand Canyon National Park
Ellis Richard	Park Ranger – Interpretation	Grand Canyon National Park
Jacob Fillion	Environmental Education Specialist	Grand Canyon National Park
Jim Gale	Assistant Chief Interpreter	Grand Canyon National Park
Jim Heywood	Park Ranger – Interpretation	Grand Canyon National Park
Karla Martin	N.R. Seasonal Interpreter	Grand Canyon National Park
Kathy Daskal	Park Ranger – Interpretation	Grand Canyon National Park
Ken Block	Park Ranger – Interpretation	Grand Canyon National Park
Lisa Collins	Park Ranger – Interpretation	Grand Canyon National Park
Mallory Smith	Management Assistant	Grand Canyon National Park

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Margee Hench	Communications Specialist	Grand Canyon National Park
Pam Frazier	Vice President, Programs	Grand Canyon Association
Robin White	Interpretation/Supervisor	Grand Canyon National Park
Sara Stebbins	Research Librarian	Grand Canyon National Park
Sue Fischer	Park Ranger – Interpretation	Grand Canyon National Park
Tom Pittenger	Natural Resource Education Specialist	Grand Canyon National Park
Kristy Sholly	Acting North Rim District Interpreter	Grand Canyon National Park
Judy Hellmich	Chief, Division of Interpretation and Resource Education	Grand Canyon National Park
Ron Gill	Consultant	RDG Associates, Inc.
Rex Tilousi	Cultural Demonstrator	Grand Canyon National Park
Phyllis Kachinghona	Park Ranger	Grand Canyon National Park
Richard Kohen	Interpretive Specialist / Planner	IMDE, Interpretation and Education
Kim Sikoryak	Interpretive Specialist / Planner	IMDE, Interpretation and Education

APPENDIX B – STAKEHOLDER ISSUES AND SUGGESTIONS

The Division of Interpretation and Resource Education conducted a forum for in-park stakeholders. The intention was to gather a variety of perspectives on interpretation and visitor services. These valuable observations and suggestions contributed to the development of this *Comprehensive Interpretive Plan* and our future actions. Comments received from participants include:

Mary Killeen (Grand Canyon Music Festival). The process of developing the CIP needs to honor what has been said here. Much of what has been voiced represents a significant change. The plan must recognize cultural predisposition and provide an equal voice for First Peoples. The Heritage Education Campus will provide an opportunity to represent the best of what has been said here. Interpretation is the park's lifeline to the nation and the world. It is the connecting link between feelings and emotions to actions.

Rob Elliott (Arizona Raft Adventures and Preserve the Colorado River Fund). Park interpreters should find ways to engage all partners in collaborative ways that generate synergy. Seek goal congruency. The Heritage Education Campus should embrace new initiatives. The campus represents an opportunity to demonstrate adaptive reuse and sustainability by showing them and teaching them (Greening the Parks Initiative). Make authentic efforts in this area.

Bill Johnston (Xanterra). It is refreshing to see the park encouraging return visitation by planning for it (i.e. the Heritage Education Campus). It's nice to hear the term "visitor" rather than "user" or "abuser." CVIP and the new transportation system will change the visitor experience. We need to plan so that visitors will know what is available and find what they are looking for. XANTERRA seeks to balance the business end of its operation with the responsibility to facilitate visitor experience. XANTERRA seconds Rob's support of the Greening of the Parks initiative regarding parks and park partners.

Pam Frazier (Grand Canyon Association). GCA identifies with the challenges faced by the Division of Interpretation. We are both in a privileged position—interpretation is very important. The Entrance Stations are also important, in that they are sometimes visitors' only contact with a uniformed NPS person. Keep in mind that visitors need basic personal comfort needs met before they are ready to receive interpretive messages. Interpretation depends on partners and other NPS team members to help prepare visitors for interpretive messages. Interpreters need to spark interest: to touch people emotionally as well as intellectually. Interpreters need to avoid getting bogged down in day-to-day operational details. Focus on influencing people's worldviews. The effort by the Museum of Northern Arizona at Canyon Forest Village should be part of the planning for the Heritage Education Campus. These two efforts should be coordinated and approach goals and objectives holistically. Don't fragmentize messages.

Brenda Drye (Kaibab Paiute Tribe). Talk about the whole canyon: reconnect the pieces: make interpretation a connected whole. The colors of the canyon affect our lives in many ways: many prayers have been said. The spirit side reaches people. There's always something new to consider. Interpreters need to look at Native Americans and connect with their feelings. There are some things that Native Americans cannot share with others. Interpreters need to help others see the need to respect Native American feelings and actions. There are many voices in the canyon—canyon residents, human and non-human, understand them. We need to continue to go into the canyon and utilize resources there. This has been a good experience for me; it has helped me to understand how all of you feel about the canyon.

Dennis Reason (Xanterra). Regarding the initial experience of visitors, we need to see if we can maintain personal space at the canyon rim. Being in the midst of a lot of others impacts privacy. How will the new facilities influence this experience? For instance, we need to maintain the element of surprise—how the Canyon can come up on you quickly. It's got to be about the visitors. The Education Campus is a good thing. It's amazing that there is no facility here with a geologic focus; this place is about geology. The same applies to Native Americans and wildlife.

Dan Hakes (Cassi Tours). It's been great to be involved; the participation of "outsiders" is a great idea. I am taking away some good ideas about interpretation. Stay balanced; managers need to stay visitor focused. The park needs to forge more and more effective partnerships outside the park; this will make more resources available to accomplish everyone's missions. Combining efforts is a powerful idea. Respect the needs of the people we are serving; promote the ability of each individual to experience the park. The GMP contains limiting elements. Avoid constraining individual visits whenever possible. The Heritage Education Campus needs to be integrative. Regarding Asian visitors—remember that there are different ways to experience the park. All of these ways need to be understood; the desires of all visitors need to be respected. Plan quality short visits.

Donna Nemeth (GRCA Fire Management Office). The draft themes look great, but placing resource management under the "Mission" heading only might be limiting. Resource management issues could collectively be voiced as a theme.

Jan Balsam (GRCA Cultural Resources). We've moved from separate boxes to more holistic themes—good. That is heartening and makes my job easier. I have felt isolate previously because there is so much going on. The park is on the cutting edge of resource management. Resource management challenges need to be a part of all themes. We need to find ways to communicate and use resources more fully; lots of important things are not being interpreted—lots of little, human things. The Heritage Education Campus will be an important opportunity to knit all these things into interpretation.

Sara Stebbins (GRCA Research Library). Interpreters are heavy users of the park library. The CIP will help strategically identify library needs. The Grand Canyon Association supports the park library—this is key in allowing this resource to grow and keep current.

Steve Sullivan (GRCA Permits Program). Interpreters get critical messages out to the public. They have a responsibility to represent the entire park, not just interpretation, and need to stay up-to-date and knowledgeable. Interpreters have a responsibility to address the internal (NPS) audience as well. They need to know other divisions' issues and integrate them into messages for both internal and external audiences.

Lita Ebersole (GRCA Concessions Office). We agree with the idea that interpreters need to serve the internal audience (especially facility management, fee operations concessions, and protection) as well as the external audience—that's needed to maximize quality visitor experience. Other staffs also need to make time to develop their abilities to provide interpretation as opportunity permits. There is also a need to work with partners, such as the concession mule operation, to expand opportunities, especially to visitors with special needs. There is a specific need to improve wayside signage in the inner canyon.

Mallory Smith (Management Assistant). This is a new, holistic, interdisciplinary approach. We need to assure that critical issues fit into all this and that this process integrates well with parkwide strategic planning in a park operation with a three-person communications staff.

APPENDIX C: INITIAL CONCEPTUAL THEME AUDIENCE MATRIX

The program overview table below indicates the service-location pairs that Grand Canyon National Park intends to provide for each theme-audience combination over the life of this plan. Abbreviations, priority rankings, and superscripts are used in the chart as explained below.

Abbreviations

ATC	Albright Training Center
CA	Cooperating Association
CCC	Civilian Conservation Corps
CFV	Canyon Forest Village
CoC	Chamber of Commerce
CVIP	Canyon View Information Plaza
FS	U.S. Forest Service
GCA	Grand Canyon Association
HEC	Heritage Education Campus
NPR	National Public Radio
PBS	Public Broadcasting System
TBA	To be announced
TV	Television
VC	Visitor center
GRCA	Grand Canyon National Park

e0 — Ranking indicators

The “e-numbers” represent the number of dots each service-location(s) pair received based on the anticipated effectiveness of this service. Service-location(s) pairs are listed most dots to least dots; no priority was established within a group that received the same number of dots.

Superscript numbers at the end of each interpretive service

The superscript number at the end of each interpretive service line indicates the fiscal year that that service is first planned to be made available (i.e. 1=FY2001, 2=FY2002, etc.). A “0” is used in the draft as a placeholder.

Initial Conceptual Theme – Audience Matrix					
PRIMARY PARKWIDE INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES				
	1: General Audience	2: Organized Educational groups	3: Non-English-Speaking Visitors	4: Off-Site and Non-Traditional Visitors	5: Train Others Who Interpret Grand Canyon National Park
A: The immense and colorful Grand Canyon is valued worldwide as one of Earth's most powerful and inspiring scenic landscapes, offering people enriching opportunities to explore and experience its wild beauty in both vast and intimate spaces.	e24 Guided walks ⁰ S. Rim trail, Greenway trails, Phantom Ranch, Indian Garden, Hermits Rest, S. Kaibab Trail, corridor trails, Bright Angel Point, Desert View	e20 School programs ⁰ Rim trails, other locations in park	e20 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]	e20 Traveling exhibits ⁰ Various commercial & public sites	e24 Park training sessions ⁰ In and out park training session some may be done electronically using ATC
	e20 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC	e18 Guided walks ⁰ S. Rim trail, Greenway trails, Tusayan Ruins, Hermits Rest, S. Kaibab Trail, Widforss Trail	e20 Translated <i>The Guide</i> ⁰ N. & E. entry stations, Web site, CVIP, mail	e17 Web site ⁰ Internet (homes, schools, libraries)	e15 GRCA interpreters' handbook ⁰ In park
	e19 Illustrated programs ⁰ Amphitheaters, auditorium	e13 Illustrated programs ⁰ Amphitheaters, auditorium, HEC, AT C	e16 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)	e11 Illustrated programs ⁰ Off site (various media)	e13 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions
	e13 Wayside exhibits ⁰ CVIP, Bright Angel Trail	e13 Grand Canyon Field Institute ⁰ In park	e10 Translated park brochure ⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC	e11 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e11 Illustrated programs (as models; multiple media options) ⁰ Company training centers

			e9 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e9 Residential programs/NPS ambassadors ⁰ Southwest urban centers in Arizona	
B: Water is the lifeblood of Grand Canyon — a force of erosion, a sustainer of scarce riparian habitat in a desert environment, a spiritual element for native peoples, a provider of recreation, and a central factor in the exploration, development, and politics of the American West.	e19 Guided walks ⁰ S. Rim trail, Greenway trails, Phantom Ranch, Indian Garden, Hermits Rest, S. Kaibab Trail, corridor trails, Bright Angel Point, Desert View	e30 [<i>Combined for ranking</i>] School programs ⁰ Rim trails, other locations in park / Junior Ranger & children's programs ⁰ In park	e21 Exhibits ⁰ HEC, CVIP, Tusayan Museum	e21 Web site ⁰ Internet (homes, schools, libraries)	e24 In-park training sessions ⁰ In park
	e18 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC	e14 Curriculum guides ⁰ CA sales, loaned, Web site	e15 Translated <i>The Guide</i> ⁰ N. & E. entry stations, Web site, CVIP, mail	e15 Traveling exhibits ⁰ Various commercial & public sites	e22 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions
	e15 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e11 Illustrated programs ⁰ Amphitheaters, auditorium, off site, ATC	e11 Wayside exhibits ⁰ Colorado River views, Greenway	e14 Residential programs/NPS ambassadors ⁰ Southwest urban centers in Arizona	e12 Official park handbook ⁰ CA & concession sales outlets

	e13 Wayside exhibits ⁰ CVIP, Bright Angel Trail, Desert View, Roaring Springs, Lees Ferry, Cape Royal, overlooks, Indian Garden, Greenland Lake	e10 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC, Desert View, Tusayan Museum <u>[Note: make accessible for children]</u>	e11 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)	e10 News stories ⁰ Global, wire services	e11 GRCA interpreters' handbook ⁰ In park
			e10 Organized bus tours ⁰ In park	e9 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e11 Sales items (books, posters, etc.) ⁰ Company training centers
			e9 Grand Canyon feature film (multilingual audio translations) ⁰ HEC, auditorium, CA sales, public TV		
C: The Colorado River and other erosional forces sculpted the southern edge of the Colorado Plateau to form the Grand Canyon, revealing a beautiful sequence of	e22 Guided walks ⁰ S. Rim trail, Greenway trails, Phantom Ranch, Indian Garden, Hermits Rest, S. Kaibab Trail, Widforss Trail	e24 School programs ⁰ Rim trails, other locations in park	e22 Translated park brochure ⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC	e29 Web site ⁰ Internet (homes, schools, libraries)	e28 In-park training sessions ⁰ In park
	e14 Exhibits ⁰ HEC, CVIP, N. Rim VC environs, Lipan Point, Yavapai	e20 Teachers Workshops	e19 Translated <i>The Guide</i> ⁰ N. & E. entry stations, Web site, CVIP, mail	e21 Traveling exhibits ⁰ Various commercial & public sites	e23 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions

rock layers that serve as windows into time.	e13 Illustrated programs ⁰ Amphitheaters, auditorium	e19 Curriculum guides ⁰ CA sales, loaned, Web site	e16 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]	e16 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e12 Collaborative mentoring ⁰ In park
	e12 Trail of Time (medium TBA) ⁰ In park (exhibits in multiple languages)	e9 Guided walks ⁰ Corridor, rim	e15 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)	e10 County/state fairs ⁰ Arizona	e7 Illustrated programs (as models;multiple media options) ⁰ Company training centers
			e14 Trail of Time (medium TBA) ⁰ In park (exhibits in multiple languages)		
D: Extreme changes in elevation, exposure, and climate in the Grand Canyon support a remarkable range of biotic communities in unusual proximity; a relatively undisturbed ecosystem that allows	e26 Guided walks ⁰ S. Rim trail, Greenway trails, Phantom Ranch, Indian Garden, Hermits Rest, S. Kaibab Trail, Widforss Trail, Transept Trail, North Kaibab Trail	e22 School programs ⁰ Rim trails, other locations in park	e18 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]	e21 Traveling exhibits ⁰ Various commercial & public sites	e26 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions
	e23 Exhibits ⁰ HEC, CVIP, Desert View, Tusayan Ruins, N. Rim VC	e16 Web site ⁰ Internet (homes, schools, libraries)	e17 Translated park brochure ⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC	e19 Web site ⁰ Internet (homes, schools, libraries)	e26 In-park training sessions ⁰ In park

natural processes to continue, providing sanctuary for present and future life.	e14 Wayside exhibits ⁰ Lipan over flight, Desert View, Grand View, Hermit, Walhalla, Bugglem Greenway, Saddle Mountain fire	e13 Curriculum guides ⁰ CA sales, loaned, Web site	e16 Translated <i>The Guide</i> ⁰ N. & E. entry stations, Web site, CVIP, mail	e16 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e10 Collaborative mentoring ⁰ In park
	e11 Roving interpretation ⁰ S. Rim, Bright Angel patio, overlooks, fire sites, inner canyon, Desert View	e10 Guided walks ⁰ Corridor, rim	e13 Organized bus tours ⁰ In park	e10 Residential programs/NPS ambassadors ⁰ Southwest urban centers in Arizona	e11 GRCA interpreters' handbook ⁰ In park
	e11 Self-guiding trail booklets ⁰ S. Rim, N. Rim, Widforss		e13 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)		
E: Grand Canyon remains a homeland and a sacred place to a number of American Indian cultures, a point of emergence to some, offering us an opportunity to consider the powerful and spiritual ties between people and	e27 Cultural demonstrations ⁰ HEC, Tusayan Museum, CFV, Kolb Studio, Hopi House	e23 School programs ⁰ Rim trails, Tusayan, other locations in park	e19 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]	e13 Special events (Earth day, etc.) with sponsors/partners ⁰ In park, off site	e28 In-park training sessions ⁰ In park
	e21 Exhibits ⁰ HEC, Desert View Watchtower, CVIP, Tusayan Museum, Insight, Kolb Studio	e18 Curriculum guides ⁰ CA sales, loaned, Web site	e17 Cultural demonstrations ⁰ HEC, Tusayan Museum, CFV	e11 Cultural interpretive programs (by Native Americans: as sponsors/partners) ⁰ HEC, Hopi House, S. Rim, Mather amphitheater	e23 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions

place.	e13 Special events (Archeology Month, Heritage Day, Watchtower Re-dedication, Native Americans Month) ⁰ In park, off site	e14 Cultural demonstrations ⁰ HEC, Tusayan Museum, CFV, Kolb Studio, Hopi House, off site	e11 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)	e10 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	
	e8 Participatory demonstrations ⁰ N. Rim lodge, HEC, CVIP, Hopi House, Mather amphitheater (includes split-twig program)		e2 Grand Canyon feature film (multilingual audio translations) ⁰ HEC, auditorium, CA sales, public TV		

<p>F: Grand Canyon has sustained people materially and spiritually for thousands of years—wider recognition of its value led to its designation as a national park and world heritage site; however, continuing threats to its preservation generate dialogue about our need and responsibility to conserve our local and global environment.</p>	<p>e20 Exhibits⁰ HEC, CVIP, Kolb Studio, N. Rim VC, Bright Angel history room, Watchtower, Tusayan Museum, El Tovar lodge, Phantom Ranch, Lookout studio, Hermit's Rest, Yavapai, Grand Lodge, Red Horse, Bucky O'Neil's Cabin, train depot (all historic structures), CA outlets</p>	<p>e23 School programs⁰ Rim trails, other locations in park</p>	<p>e25 Exhibits⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]</p>	<p>e24 Web site⁰ Internet (homes, schools, libraries)</p>	<p>e23 Guides' Guide⁰ Entry stations (given with permits), IBP holders, concessions training sessions</p>
	<p>e20 Guided walks⁰ Historic village & sites, Kan Patrick Trail, Cemetery</p>	<p>e23 Curriculum guides⁰ CA sales, loaned, Web site</p>	<p>e18 Organized bus tours⁰ In park</p>	<p>e22 Traveling exhibits⁰ Various commercial & public sites</p>	<p>e20 In-park training sessions⁰ In park</p>
	<p>e14 Grand Canyon feature film⁰ HEC, auditorium, CA sales, public TV</p>		<p>e14 Translated park brochure⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC</p>	<p>e15 Grand Canyon feature film⁰ HEC, auditorium, CA sales, public TV</p>	<p>e9 Collaborative mentoring⁰ In park</p>

	<p>e10 Wayside exhibits⁰ N. Entrance road, historic village & sites (N. & S.), Orphan Mine, bat cave, Bugglem, CVIP, Indian Garden, Phantom Ranch, Cedar Ridge, Pima Point, trailheads, Verkamp's Supai Camp, HEC, Mead View</p>		<p>e13 Sales items (books, posters, etc.)⁰ Sales outlets (inc. concessionaires)</p>	<p>e14 Residential programs/NPS ambassadors⁰ Southwest urban centers in Arizona</p>	
Orientation and Safety Information	<p>e21 <i>The Guide</i>⁰ Entry stations, CVIP, mail, Web site, offsite VCs, transit stations</p>	<p>e21 School programs⁰ Rim trails, other locations in park</p>	<p>e24 Translated <i>The Guide</i> (inc. Japanese language)⁰ N. & E. entry stations, Web site, CVIP, mail</p>	<p>e28 Web site⁰ Internet (homes, schools, libraries)</p>	<p>e24 Guides' Guide⁰ Entry stations (given with permits), IBP holders, concessions training sessions</p>
	<p>e20 Exhibits⁰ HEC, CVIP, general store, transit stations, Jacob Lake, Lee's Ferry, N. Rim VC</p>	<p>e13 Web site⁰ Internet (homes, schools, libraries)</p>	<p>e15 Exhibits⁰ HEC, CVIP, Kolb Studio, N. Rim VC</p>	<p>e17 News stories⁰ Global, wire services</p>	<p>e23 In-park training sessions⁰ In park</p>
	<p>e19 Wayside exhibits⁰ Trailheads, parkwide wayfinding, Jacob Lake, Tuweep, N. Rim, Lee's Ferry, CCC Hall, Mead View</p>	<p>e13 Workshops/conferences for teachers/curriculum coordinators⁰ HEC, ATC, off site locations</p>	<p>e13 Organized bus tours⁰ In park</p>	<p>e17 Public Service Announcements⁰ NPR, PBS, commercial radio & TV, Hispanic/special interest stations, also in Navajo language</p>	<p>e16 New-employee training⁰ In park</p>

	e17 Information desks ⁰ (All NPS, Xanterra, GCA, FS locations)	e10 Fixed-station interpretive talks (inc. campfire programs, storytelling) ⁰ Cape Royal, Bright Angel Point	e10 Wayside exhibits ⁰ Trailheads, parkwide wayfinding, Jacob Lake, Tuweep, N. Rim, Lee's Ferry, CCC Hall, Mead View	e16 Park brochure ⁰ Entry stations, CVIP, mail, Web site, transit stations	e12 <i>The Guide</i> ⁰ Entry stations, CVIP, mail, Web site, offsite VCs, transit stations
	e17 <i>Backcountry Trip Planner</i> ⁰ Backcountry office, mail, VCs, CVIP, contact stations	e10 <i>The Guide</i> ⁰ Entry stations, CVIP, mail, Web site, offsite VCs, transit stations			
National Park System and NPS Mission	e21 Exhibits ⁰ HEC, CVIP, Desert View, transit stations, entry stations, CA outlets, (Arts in the Park)	e11 School programs ⁰ Rim trails, other locations in park	e12 Translated <i>The Guide</i> ⁰ N. & E. entry stations, Web site, CVIP, mail	e12 Web site ⁰ Internet (homes, schools, libraries)	e15 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions
	e18 Park brochure ⁰ Entry stations, CVIP, mail, Web site, transit stations	e9 Curriculum guides ⁰ CA sales, loaned, Web site	e11 Translated park brochure ⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC	e8 Traveling exhibits ⁰ Various commercial & public sites	e11 In-park training sessions ⁰ In park
	e17 NPS Message Project films (inc. "Conviction of the Heart") ⁰ Auditorium	e8 NPS Message Project films (inc. "Conviction of the Heart") ⁰ Auditorium	e10 Organized bus tours ⁰ In park	e7 Residential programs/NPS ambassadors ⁰ Southwest urban centers in Arizona	e8 New-employee training ⁰ In park

	e10 Sales items (books, NPS Map & Guide, Passports, messages on Xanterra bags, etc) ⁰ Sales outlets (inc. concessionaires)	e6 Illustrated programs ⁰ Amphitheaters, auditorium	e8 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC	e7 NPS Message Project films (inc. “Conviction of the Heart”) ⁰ Auditorium	e6 Collaborative mentoring ⁰ In park
	1: General Audience	2: Organized Educational groups	3: Non-English-Speaking Visitors	4: Off-Site and Non-Traditional Visitors	5: Train Others Who Interpret Grand Canyon National Park
A: The immense and colorful Grand Canyon is valued worldwide as one of Earth’s most powerful and inspiring scenic landscapes, offering people enriching opportunities to explore and experience its wild beauty in both vast and intimate spaces.	e24 Guided walks ⁰ S. Rim trail, Greenway trails, Phantom Ranch, Indian Garden, Hermits Rest, S. Kaibab Trail, corridor trails, Bright Angel Point, Desert View	e20 School programs ⁰ Rim trails, other locations in park	e20 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]	e20 Traveling exhibits ⁰ Various commercial & public sites	e24 Park training sessions ⁰ In and out park training session some may be done electronically using ATC
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	e19 Illustrated programs ⁰ Amphitheaters, auditorium	e13 Illustrated programs ⁰ Amphitheaters, auditorium, HEC, AT C	e16 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)	e11 Illustrated programs ⁰ Off site (various media)	e13 Guides’ Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions

	e13 Wayside exhibits ⁰ CVIP, Bright Angel Trail	e13 Grand Canyon Field Institute ⁰ In park	e10 Translated park brochure ⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC	e11 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e11 Illustrated programs (as models; multiple media options) ⁰ Company training centers
			e9 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e9 Residential programs/NPS ambassadors ⁰ Southwest urban centers in Arizona	
B: Water is the lifeblood of Grand Canyon — a force of erosion, a sustainer of scarce riparian habitat in a desert environment, a spiritual element for native peoples, a provider of recreation, and a central factor in the exploration, development, and politics of the American West.	e19 Guided walks ⁰ S. Rim trail, Greenway trails, Phantom Ranch, Indian Garden, Hermits Rest, S. Kaibab Trail, corridor trails, Bright Angel Point, Desert View	e30 [<i>Combined for ranking</i>] School programs ⁰ Rim trails, other locations in park / Junior Ranger & children's programs ⁰ In park	e21 Exhibits ⁰ HEC, CVIP, Tusayan Museum	e21 Web site ⁰ Internet (homes, schools, libraries)	e24 In-park training sessions ⁰ In park
	e18 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC	e14 Curriculum guides ⁰ CA sales, loaned, Web site	e15 Translated <i>The Guide</i> ⁰ N. & E. entry stations, Web site, CVIP, mail	e15 Traveling exhibits ⁰ Various commercial & public sites	e22 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions
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	e13 Wayside exhibits ⁰ CVIP, Bright Angel Trail, Desert View, Roaring Springs, Lees Ferry, Cape Royal, overlooks, Indian Garden, Greenland Lake	e10 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC, Desert View, Tusayan Museum <u>[Note: make accessible for children]</u>	e11 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)	e10 News stories ⁰ Global, wire services	e11 GRCA interpreters' handbook ⁰ In park
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C: The Colorado River and other erosional forces sculpted the southern edge of the Colorado Plateau to form the Grand Canyon, revealing a beautiful sequence of	e22 Guided walks ⁰ S. Rim trail, Greenway trails, Phantom Ranch, Indian Garden, Hermits Rest, S. Kaibab Trail, Widforss Trail	e24 School programs ⁰ Rim trails, other locations in park	e22 Translated park brochure ⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC	e29 Web site ⁰ Internet (homes, schools, libraries)	e28 In-park training sessions ⁰ In park
	e14 Exhibits ⁰ HEC, CVIP, N. Rim VC environs, Lipan Point, Yavapai	e20 Teachers Workshops	e19 Translated <i>The Guide</i> ⁰ N. & E. entry stations, Web site, CVIP, mail	e21 Traveling exhibits ⁰ Various commercial & public sites	e23 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions

rock layers that serve as windows into time.	e13 Illustrated programs ⁰ Amphitheaters, auditorium	e19 Curriculum guides ⁰ CA sales, loaned, Web site	e16 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]	e16 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e12 Collaborative mentoring ⁰ In park
	e12 Trail of Time (medium TBA) ⁰ In park (exhibits in multiple languages)	e9 Guided walks ⁰ Corridor, rim	e15 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)	e10 County/state fairs ⁰ Arizona	e7 Illustrated programs (as models;multiple media options) ⁰ Company training centers
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D: Extreme changes in elevation, exposure, and climate in the Grand Canyon support a remarkable range of biotic communities in unusual proximity; a relatively undisturbed ecosystem that allows	e26 Guided walks ⁰ S. Rim trail, Greenway trails, Phantom Ranch, Indian Garden, Hermits Rest, S. Kaibab Trail, Widforss Trail, Transept Trail, North Kaibab Trail	e22 School programs ⁰ Rim trails, other locations in park	e18 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]	e21 Traveling exhibits ⁰ Various commercial & public sites	e26 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions
	e23 Exhibits ⁰ HEC, CVIP, Desert View, Tusayan Ruins, N. Rim VC	e16 Web site ⁰ Internet (homes, schools, libraries)	e17 Translated park brochure ⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC	e19 Web site ⁰ Internet (homes, schools, libraries)	e26 In-park training sessions ⁰ In park

natural processes to continue, providing sanctuary for present and future life.	e14 Wayside exhibits ⁰ Lipan over flight, Desert View, Grand View, Hermit, Walhalla, Bugglem Greenway, Saddle Mountain fire	e13 Curriculum guides ⁰ CA sales, loaned, Web site	e16 Translated <i>The Guide</i> ⁰ N. & E. entry stations, Web site, CVIP, mail	e16 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	e10 Collaborative mentoring ⁰ In park
	e11 Roving interpretation ⁰ S. Rim, Bright Angel patio, overlooks, fire sites, inner canyon, Desert View	e10 Guided walks ⁰ Corridor, rim	e13 Organized bus tours ⁰ In park	e10 Residential programs/NPS ambassadors ⁰ Southwest urban centers in Arizona	e11 GRCA interpreters' handbook ⁰ In park
	e11 Self-guiding trail booklets ⁰ S. Rim, N. Rim, Widforss		e13 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)		
E: Grand Canyon remains a homeland and a sacred place to a number of American Indian cultures, a point of emergence to some, offering us an opportunity to consider the powerful and spiritual ties between people and	e27 Cultural demonstrations ⁰ HEC, Tusayan Museum, CFV, Kolb Studio, Hopi House	e23 School programs ⁰ Rim trails, Tusayan, other locations in park	e19 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]	e13 Special events (Earth day, etc.) with sponsors/partners ⁰ In park, off site	e28 In-park training sessions ⁰ In park
	e21 Exhibits ⁰ HEC, Desert View Watchtower, CVIP, Tusayan Museum, Insight, Kolb Studio	e18 Curriculum guides ⁰ CA sales, loaned, Web site	e17 Cultural demonstrations ⁰ HEC, Tusayan Museum, CFV	e11 Cultural interpretive programs (by Native Americans: as sponsors/partners) ⁰ HEC, Hopi House, S. Rim, Mather amphitheater	e23 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions

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place.	e13 Special events (Archeology Month, Heritage Day, Watchtower Re-dedication, Native Americans Month) ⁰ In park, off site	e14 Cultural demonstrations ⁰ HEC, Tusayan Museum, CFV, Kolb Studio, Hopi House, off site	e11 Sales items (books, posters, etc.) ⁰ Sales outlets (inc. concessionaires)	e10 Grand Canyon feature film ⁰ HEC, auditorium, CA sales, public TV	
	e8 Participatory demonstrations ⁰ N. Rim lodge, HEC, CVIP, Hopi House, Mather amphitheater (includes split-twig program)		e2 Grand Canyon feature film (multilingual audio translations) ⁰ HEC, auditorium, CA sales, public TV		

<p>F: Grand Canyon has sustained people materially and spiritually for thousands of years—wider recognition of its value led to its designation as a national park and world heritage site; however, continuing threats to its preservation generate dialogue about our need and responsibility to conserve our local and global environment.</p>	<p>e20 Exhibits⁰ HEC, CVIP, Kolb Studio, N. Rim VC, Bright Angel history room, Watchtower, Tusayan Museum, El Tovar lodge, Phantom Ranch, Lookout studio, Hermit's Rest, Yavapai, Grand Lodge, Red Horse, Bucky O'Neil's Cabin, train depot (all historic structures), CA outlets</p>	<p>e23 School programs⁰ Rim trails, other locations in park</p>	<p>e25 Exhibits⁰ HEC, CVIP, Kolb Studio, N. Rim VC [Note: assure that exhibits really do serve this audience]</p>	<p>e24 Web site⁰ Internet (homes, schools, libraries)</p>	<p>e23 Guides' Guide⁰ Entry stations (given with permits), IBP holders, concessions training sessions</p>
	<p>e20 Guided walks⁰ Historic village & sites, Kan Patrick Trail, Cemetery</p>	<p>e23 Curriculum guides⁰ CA sales, loaned, Web site</p>	<p>e18 Organized bus tours⁰ In park</p>	<p>e22 Traveling exhibits⁰ Various commercial & public sites</p>	<p>e20 In-park training sessions⁰ In park</p>
	<p>e14 Grand Canyon feature film⁰ HEC, auditorium, CA sales, public TV</p>		<p>e14 Translated park brochure⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC</p>	<p>e15 Grand Canyon feature film⁰ HEC, auditorium, CA sales, public TV</p>	<p>e9 Collaborative mentoring⁰ In park</p>

	<p>e10 Wayside exhibits⁰ N. Entrance road, historic village & sites (N. & S.), Orphan Mine, bat cave, Bugglem, CVIP, Indian Garden, Phantom Ranch, Cedar Ridge, Pima Point, trailheads, Verkamp's Supai Camp, HEC, Mead View</p>		<p>e13 Sales items (books, posters, etc.)⁰ Sales outlets (inc. concessionaires)</p>	<p>e14 Residential programs/NPS ambassadors⁰ Southwest urban centers in Arizona</p>	
Orientation and Safety Information	<p>e21 <i>The Guide</i>⁰ Entry stations, CVIP, mail, Web site, offsite VCs, transit stations</p>	<p>e21 School programs⁰ Rim trails, other locations in park</p>	<p>e24 Translated <i>The Guide</i> (inc. Japanese language)⁰ N. & E. entry stations, Web site, CVIP, mail</p>	<p>e28 Web site⁰ Internet (homes, schools, libraries)</p>	<p>e24 Guides' Guide⁰ Entry stations (given with permits), IBP holders, concessions training sessions</p>
	<p>e20 Exhibits⁰ HEC, CVIP, general store, transit stations, Jacob Lake, Lee's Ferry, N. Rim VC</p>	<p>e13 Web site⁰ Internet (homes, schools, libraries)</p>	<p>e15 Exhibits⁰ HEC, CVIP, Kolb Studio, N. Rim VC</p>	<p>e17 News stories⁰ Global, wire services</p>	<p>e23 In-park training sessions⁰ In park</p>
	<p>e19 Wayside exhibits⁰ Trailheads, parkwide wayfinding, Jacob Lake, Tuweep, N. Rim, Lee's Ferry, CCC Hall, Mead View</p>	<p>e13 Workshops/conferences for teachers/curriculum coordinators⁰ HEC, ATC, off site locations</p>	<p>e13 Organized bus tours⁰ In park</p>	<p>e17 Public Service Announcements⁰ NPR, PBS, commercial radio & TV, Hispanic/special interest stations, also in Navajo language</p>	<p>e16 New-employee training⁰ In park</p>

	e17 Information desks ⁰ (All NPS, Xanterra, GCA, FS locations)	e10 Fixed-station interpretive talks (inc. campfire programs, storytelling) ⁰ Cape Royal, Bright Angel Point	e10 Wayside exhibits ⁰ Trailheads, parkwide wayfinding, Jacob Lake, Tuweep, N. Rim, Lee's Ferry, CCC Hall, Mead View	e16 Park brochure ⁰ Entry stations, CVIP, mail, Web site, transit stations	e12 <i>The Guide</i> ⁰ Entry stations, CVIP, mail, Web site, offsite VCs, transit stations
	e17 <i>Backcountry Trip Planner</i> ⁰ Backcountry office, mail, VCs, CVIP, contact stations	e10 <i>The Guide</i> ⁰ Entry stations, CVIP, mail, Web site, offsite VCs, transit stations			
National Park System and NPS Mission	e21 Exhibits ⁰ HEC, CVIP, Desert View, transit stations, entry stations, CA outlets, (Arts in the Park)	e11 School programs ⁰ Rim trails, other locations in park	e12 Translated <i>The Guide</i> ⁰ N. & E. entry stations, Web site, CVIP, mail	e12 Web site ⁰ Internet (homes, schools, libraries)	e15 Guides' Guide ⁰ Entry stations (given with permits), IBP holders, concessions training sessions
	e18 Park brochure ⁰ Entry stations, CVIP, mail, Web site, transit stations	e9 Curriculum guides ⁰ CA sales, loaned, Web site	e11 Translated park brochure ⁰ Contact stations, CVIP, mail, entry stations, Web site, N. Rim VC	e8 Traveling exhibits ⁰ Various commercial & public sites	e11 In-park training sessions ⁰ In park
	e17 NPS Message Project films (inc. "Conviction of the Heart") ⁰ Auditorium	e8 NPS Message Project films (inc. "Conviction of the Heart") ⁰ Auditorium	e10 Organized bus tours ⁰ In park	e7 Residential programs/NPS ambassadors ⁰ Southwest urban centers in Arizona	e8 New-employee training ⁰ In park

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	e10 Sales items (books, NPS Map & Guide, Passports, messages on Xanterra bags, etc) ⁰ Sales outlets (inc. concessionaires)	e6 Illustrated programs ⁰ Amphitheaters, auditorium	e8 Exhibits ⁰ HEC, CVIP, Kolb Studio, N. Rim VC	e7 NPS Message Project films (inc. “Conviction of the Heart”) ⁰ Auditorium	e6 Collaborative mentoring ⁰ In park
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